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ABSTRACT

This first volume of a three-volume final report describes the activities of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. The volume begins with a brief history of the model, tracing the project's evolution through the various stages of development and describing major events related to the process of planning, operating, and evaluating the program. The next section describes the major activities and accomplishments of each of the model's five major components: (1) Outreach, which used mass media and other approaches to attract clients, (2) counseling, which provided career information, guidance, and referral by telephone using paraprofessional counselors, (3) the resource center, which collected and disseminated career-related materials for project staff, clients, and the community, (4) the information unit, which developed special directories and materials which supported the counseling process and could be sent to clients, and (5) research and evaluation, which provided project staff with feedback about the clients and the operation of the program. A third section describes the characteristics of the pilot site in Providence, Rhode Island, and how the project interacted with the community including its role in local adaptation after the research and development phase. The final section discusses the project's efforts to share its experiences and findings with potential adaptors of the model and other interested persons outside Rhode Island. (Volume 2 presents research and evaluation findings with primary focus on home-based adults who used the career counseling service. Volume 3 consists of appendixes.)

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FACILITATING THE CAREER DEVELOPMENT OF HOME-BASED ADULTS: THE HOME/COMMUNITY-BASED CAREER EDUCATION MODEL

Vivian M. Guilfoy and Mardell S. Grothe, Ph.D.
Principal Authors

VOLUME I

THE MODEL: ITS NATURE, CONTEXT, AND PRODUCTS

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This final report documents four years of intensive effort related to the development, implementation, and evaluation of the Career Education Project. While the responsibility for its contents rests with the principal authors, we want to take this opportunity to thank the many Project staff members whose dedication and hard work made the Career Education Project a reality. Without them, this report would not be possible.

We especially want to thank Diane Disney for her valuable substantive and editorial contributions, Peggy Gardner for her documentation of the Project's community efforts, Dennis Angelini and John Murphy for their important research contributions, William Dale and Nancy Tobin for their critical review of draft materials, and Angela Daskalos and Virginia Bradberry for typing the final report.

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INTRODUCTION

Nature and Characteristics of the Model

The Career Education Project, the National Institute of Education's Home/Community-Based Career Education Model III, designed, developed, and implemented a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Located in Providence, Rhode Island, since October, 1972, the Project has served over 6,000 adults representing a wide range of employment histories, educational backgrounds and career aspirations. Despite their diversity, many shared similar needs:

- a better understanding of their interests, abilities, values, and goals
- facts about career trends, opportunities, and requirements
- information about the available educational and skill-training opportunities
- information about sources of help in such career-related problem areas as financial support, discrimination, child care, and testing
- help in developing and implementing career plans

Activities of the Career Education Project were designed to respond to client needs and were carried out by a staff organized into five highly interrelated components. Outreach, using mass media and other approaches attracted clients; Counseling provided career information, guidance, and referral by telephone using paraprofessional counselors;

the Resource Center collected and disseminated career-related materials for Project staff, clients, and the community; the Information Unit developed special directories and materials which supported the counseling process and could be sent to clients; and Research and Evaluation provided Project staff with feedback about the clients and the operation of the program.

After the research and development phase, Project staff facilitated local implementation of the Model in Rhode Island through the provision of technical assistance. In order to share its experiences nationally, the Project developed and disseminated a series of "how-to" manuals and client-centered publications for review and reaction by interested professionals. In addition, staff attended and made presentations at a number of professional conferences and conventions.

The Career Education Project was guided by a number of important assumptions about and principles related to adult career development and effective service delivery. First, people are often unaware of the nature and existence of community services which are available to them. In order to respond to this problem, a service should develop a coordinated outreach strategy which informs people of the nature and availability of the service, interests them in using it, and establishes a presence in the community.

Second, people often find it difficult or inconvenient to use services that are remote from their homes, schools, or places of employment. Problems of time, transportation, and scheduling often are major obstacles to the utilization of services, even when people are aware of their availability. This seems to be especially true for people who

have not yet made a commitment to use such services, but are primarily interested in exploring the possibility of getting involved. A service should be convenient and easily accessible to its clients. A promising alternative is to attempt in as many ways as possible to bring the service providers to the users rather than ask users to come to them. The use of the telephone is one excellent method for achieving this goal.

Third, people need a better understanding of their personal characteristics and qualities as they make decisions and attempt to cope with the realities of life. However, raising questions about "Who am I?" may arouse feelings of uncertainty and anxiety, particularly for adults and those who have experienced a history of failure or frustration. Often, people feel more comfortable and willing to discuss their ideas and feelings with peers or persons with whom they can readily identify. It is increasingly well accepted that many kinds of social services can be delivered effectively by paraprofessionals, provided that the necessary support mechanisms exist. These mechanisms should include training and supervision by skilled professionals, clear identification of knowledge and skill requirements to function effectively on the job, and training programs that are explicit, relevant, and performance-based.

Fourth, people need reliable, up-to-date, and localized information if they are to make informed plans and decisions about their lives. Despite their experiences, adults often are not aware of the options available to them, uncertain of the factors to consider when examining alternatives, and need specific information about the many institutions, services, and agencies that exist in their communities. Because people are frequently unclear about the relationship between education,

work, personal characteristics, and constraints. They sometimes ignore the fact that career development often involves dealing with problems related to self-concept, life style, relationships to family and community, and many other factors. An effective service should identify major informational needs, determine the existence or adequacy of existing resource materials, and when necessary, create new materials that are comprehensive, targeted to the specific client groups, and useful to both clients and service providers.

Fifth, people need to feel a sense of psychological safety in order to talk about themselves and their concerns. They need to feel that their views and reactions are being solicited and heard by those who provide them with service. Because users often approach service providers feeling uncertain or vulnerable, the service should train its staff in interpersonal communication skills and continually assess their competency in these important areas. These skills, such as question-asking, probing techniques, paraphrasing and summarizing, and responding to affective and cognitive needs, can be defined and taught systematically.

Sixth, services should be able to provide assistance without making clients dependent. People derive a greater sense of internal control over their lives when they are taught to help themselves, rather than to expect that someone else will assume responsibility for their plans and decisions. However, at certain times, people do require advocates who can speak more forcefully for them or with them as they meet institutional or personal obstacles. A service must be flexible enough to include brief information-giving as well as sustained relationships over time.

Finally, in the process of helping people, a service should actively learn about the target population, the results of its efforts, and the reactions of the people who are served. Therefore, a management information system is necessary to inform staff about who uses the service, how services are being delivered, what happens to those who use the service, and how users view the adequacy of the service in meeting their needs.

Organization of the Final Report

This final report is organized in three volumes. Volume I begins with a brief history of the Model, tracing the Project's evolution through various stages of development and describing major events related to the process of planning, operating, and evaluating the program. The next section describes the major activities and accomplishments of each of the Model's five major components: Outreach, Counseling, Resource Center, Information Unit, and Research and Evaluation. The following section on the Rhode Island community describes the characteristics of the pilot site and how the Project interacted with the community, including the Project's role in local adaptation after the research and development phase. The final section of Volume I discusses the Project's efforts to share its experiences and findings with potential adaptors of the Model and other interested persons outside Rhode Island.

Volume II presents the Project's research and evaluation findings, with primary focus on home-based adults who used the Career Counseling Service. Section two details the demographic characteristics of 2979 home-based adults who called the Service between August 8, 1973 and March 31, 1975, and examines the extent to which the nature of the callers

changed over time. It presents data regarding how people learned of the Service, the relative drawing power of various outreach modes over time, and the relationship between types of outreach mode and the characteristics of callers. Section three answers the question "What are people like when they enter the Service?" It discusses the characteristics of 1157 home-based clients (home-based adults who spoke one or more times with a counselor) who used the Service between March 4, 1974 and March 31, 1975. Demographic data are presented for all clients as well as for subsets of the client population. Clients are also described in terms of their initial career objectives, thoughts about education and training, previous educational and work experiences, and constraints to be resolved. This section also explores the relationship between information collected by counselors during the initial counseling interviews and selected demographic characteristics of clients.

Section four presents data related to the nature and extent of activities engaged in by counselors and clients during the process of counseling. Specific aspects of the counseling process discussed in this section include the number of interviews; major issues, occupations, and constraints discussed in counseling; resource materials used by counselors and clients; and referrals to educational and training resources and supportive services. In addition, this section examines the relationship between selected counseling process variables and client characteristics.

Section five examines the clients' career status at termination. The career decisions and actions of clients are described in terms of Education and Training (ETR)-related outcomes, Job-related outcomes, and decisions not to enter an ETR or the world of work. This section also

analyzes the relationship of client characteristics and counseling process variables to status at termination. Further, this section reports on clients' career objectives at termination, their unresolved constraints, and their immediate school and job plans.

Section six describes how clients reacted to and evaluated the services they received from the Project. Data are based on 831 clients who were interviewed by staff of the Project's research and evaluation component between one and seven months after their termination from the Service. In addition, this section examines the relationship of selected client characteristics, counseling process variables, and status at termination to client evaluation variables.

Section seven deals with utilization of the Resource Center. The principal analysis is based on 268 non-institutional visitors who used the Center in 1974. This section reports on who they were, their occupational and educational interests and plans, the materials they used, and their evaluation of the helpfulness of the materials and the Center.

The final section of Volume II lets the clients speak for themselves. It is a presentation of information collected during in-depth interviews with forty former clients conducted by Project staff in 1975. This section presents the thoughts, feelings, and actions of clients before they entered the Service, while they were participating in the Service, and after they left the Service.

Volume III consists of three appendices. Appendix A describes the Project manuals, independent products, and films. Appendix B is comprised of data collection instruments used by the Project, and Appendix C presents the various occupational classification systems used in the analyses.

A BRIEF CHRONOLOGY OF THE
HOME- AND COMMUNITY-BASED CAREER EDUCATION PROJECT
(1971-1975)

Introduction

The nature and purpose of the Career Education Project evolved over a four-year period. This section traces the Project's evolution through various stages of development and describes major events related to the process of planning, operating, and evaluating the program. The process itself was not always orderly and progressive in nature. As in most research and development efforts, there were false starts, disappointments, uncertainties, and frustration, as well as exciting breakthroughs and accomplishments. This chronology describes the activities of the Project in terms of its major phases: initial planning and feasibility testing, the first and second years of operation, and the final 16 months of activity.

Initial Planning and Feasibility Testing (June 1971 - September 1972)

In the summer of 1971, the United States Office of Education (USOE) asked Education Development Center (EDC), Inc., a publicly-supported nonprofit corporation in Newton, Massachusetts, to explore the potential of developing a national model of "home/community-based career education" for adults. Identifying women as the primary target audience, and television as the primary medium, USOE placed no restrictions on program format except that the model should not provide job-specific training. In response, EDC completed a study which examined the personal and career-development

needs of working and non-working women and explored the feasibility of developing a national television program addressed to their needs.

In its report to the USOE in October 1971, EDC recommended against a nationally-televised program because of the high cost of commercial air time, the limited audiences reached by the less costly educational channels, and the limited accessibility to both public and commercial networks. More importantly, it was felt that a media-based effort that provided individualized assistance would be much more responsive to the diverse needs of different subgroups of women in various stages of career development.

After reviewing these recommendations, the USOE agreed that the idea of a nationwide television series should be modified and asked that EDC develop the basic concepts and goals of a pilot project in career education for adults, define the specific target population to be served, outline the basic functions and operations of the project, and explore the feasibility of carrying it out in a medium-sized metropolitan area. The target audience would now include adult men, as well as women.

During the last months of 1971, EDC sketched out the basic elements of a pilot project. It would include a central telephone counseling facility for providing career and educational information, with field centers for face-to-face interaction. A central Resource Center would be developed, perhaps with satellite locations. Staff would include both professionals and paraprofessionals. Mass media would be used for outreach and career-related programming. In addition, users of the service would be provided with comprehensive and up-to-date information about local educational and training resources, local and national employment projections, and career-related supportive services in the community. Finally, the program would carry out research necessary to record the basic activities of the service providers.

The selection of a site for the Project included consideration of such factors as the economic situation, diversity of employers, and the racial and ethnic composition of the area. Additional factors included the presence of an educational television facility, a general acceptance of the Project's basic concepts by community leaders, and a location which was within one day's travel of EDC. The three state capitals visited in early 1972 were Columbus, Ohio; Hartford, Connecticut; and Providence, Rhode Island. Discussions were held with community leaders and representatives of educational and training institutions, the media, business and labor, and service organizations. In February 1972 Providence, Rhode Island, was selected as the pilot site.

A major finding of the feasibility study was the existence of an extensive array of educational and career-related services in the pilot area -- over 90 educational and training institutions and 100 career-related supportive service agencies. It was decided, therefore, that the Project would neither provide training directly, nor duplicate the educational, training, or supportive services already available. However, the area had no central, independent agency to help individuals define their career interests, obtain information about occupations, or locate appropriate preparatory programs and career-related supportive services. Therefore, to help adults in their career development efforts, EDC designed a telephone-based career counseling service to be supplemented by a resource center. The counseling service would be based on a model of information, guidance, and referral. Paraprofessional counselors, trained and supervised by professionals, would be responsible for the direct delivery of services to clients. Based on the experiences of the Project, other components would be phased in as needed. The counseling service would be known to potential users through mass media as well as personal contacts.

In collaboration with USOE, EDC defined the target population as people 16 years of age and older who were not working or attending school full-time -- that is, the home-based. The results of the feasibility study suggested that the home-based had the least access to sources of career counseling assistance and would, therefore, be the most likely to use and benefit from such a service. Particular emphasis was to be placed on three subgroups of the home-based population: women, young people in transition, and the aging or elderly.

In addition to the provision of career counseling services, the Project would work with existing community agencies and institutions to help them respond more effectively to the special needs of the home-based adults. Formative information on the activities of the Project would be collected in order to help Project staff and the sponsor make informed decisions about the future direction of the effort.

Under a four-month contract, EDC prepared for the opening of the Service by establishing offices in downtown Providence, defining the specific parameters of the Service, and hiring and training staff. Project staff collected detailed information about local educational, training, and career-related supportive resources, designed initial data collection instruments and procedures, and began to inform the community of the Project's opening. Aside from the administrative staff, the Project at this time had two major departments -- Media, which included promotional and production functions; and Community, which encompassed the counseling, resource center, and institutional development functions. Research and evaluation activities were subcontracted.

The First Year of Operation (October 1972 - September 1973)

On October 2, 1972, the Career Counseling Service opened, staffed by five paraprofessional counselors. In the first week, 170 individuals called the Service for career information and assistance. The goal was to attract and serve 1500 home-based people the first year. Initially, however, both home-based and non-home-based callers received help from counselors.

After several months of operation, sponsorship of the Project was transferred from the USOE to the newly formed National Institute of Education (NIE). Originally conceived of as a service-oriented demonstration effort, the Project would now take on the characteristics of a research and development effort, with greater emphasis on describing the characteristics and needs of the home-based and evaluating Project services. On the one hand, this shift in focus resulted in more precise specification of the Project's objectives, target population, and services. On the other hand, it meant that the Project had to work somewhat harder to communicate program and eligibility restrictions to the Rhode Island community.

Given the shift in emphasis, EDC and NIE agreed to put the Model into a longer time frame in order to allow more time to plan and conduct research and evaluation activities. Additional time would also be required to create special client-centered audio-visual and print materials for the Project's clients as well as other career-concerned adults around the country. In January, therefore, the Project proposed that operations be continued to the end of 1973. Proposed activities would be carried out by a Research and Evaluation component, along with six program components: Counseling, Resource Center, Outreach, Institutional Development, Audio-Visual Materials, and Print Materials.

During this period, the Project's first 30- and 60-second television public service announcements were aired, home-based adults continued to call the Service, and the Resource Center officially opened to the public with events jointly sponsored by the Rhode Island State Department of Education and the Project. Career counseling procedures and techniques were improved and in-service training of the counseling staff continued.

Emphasis on research and evaluation greatly increased in the spring of 1973. Project staff conducted a retrospective analysis of clients served during the first six months of operation and prepared a revised proposal to extend activities of the Project through September 30, 1974. Proposed activities for the multi-media and institutional development components were not approved, resulting in their elimination as formal components of the Project. Instead, a general strategy was developed for involving staff members in interactions with community institutions and agencies. Further, a decision was made to develop print-based material addressed to the career development needs of the Project's home-based clients.

Related to the greater emphasis on evaluation, a structured client intake protocol was devised during the summer, and special clerks were hired and trained to collect basic demographic data and schedule calls for counselors. On August 8, a systematic process for the collection and analysis of data was formally initiated.

The Second Year of Operation (October 1973 - September 1974)

The Project continued to refine its services during the second year of operation and again surpassed its goal of attracting and serving 1500 home-based clients. The Project also created the Information Unit to update and expand the directories of educational and supportive services and to develop special materials which could be mailed to clients as a supplement to telephone counseling. The Project now consisted of five major components: Outreach, Counseling, Resource Center, Information Unit, and Research and Evaluation.

Interactions between the Project and the Rhode Island Community continued with special efforts made to reach and serve minority populations. Looking ahead to the end of federal support, a subcontract was awarded to the Rhode Island State Department of Education in December 1973. This subcontract created a 24-member community task force to study the feasibility of maintaining the service on a permanent basis in Rhode Island.

During this period, EDC and NIE staff engaged in many discussions related to formative and summative evaluation activities. The Project informed NIE of its progress in formative evaluation in an October report, and a decision was made to defer plans for developing and implementing alternative counseling procedures until the basic counseling procedures had been stabilized and evaluated. In January, the Project outlined a summative evaluation plan which included elements of the decision-theoretic approach in addition to more conventional methods of data collection and analysis. In the early spring, the Project submitted a cost study of the Counseling and Outreach operations.

By April of 1974, Project counseling services approached a period of "stabilization." The deliberations of the Community Task Force on Local Adaptation of the Model were well underway. Project staff submitted a proposal to NIE for funding from October 1, 1974, through March 31, 1976. The proposed activities were to document Project efforts, complete a formative and summative evaluation of the Project, and produce a series of prototype manuals and independent products for use by professionals and lay persons. Additional activities were to engage in national dissemination and local implementation as well as selected new experiments and initiatives related to adult career counseling.

After tentative approval of the April proposal was obtained in early summer, the NIE experienced severe budget cuts in Congress. This resulted in an NIE request for a revised scope of work at a substantially reduced funding level.

The Final Sixteen Months of the Project (October 1974 - January 1976)

The revised scope of work was approved in September 1974, and the Project entered its final phase. Project staff would continue to serve clients through June 1975, while working to facilitate local implementation of the Model in Rhode Island. In addition, the Project would share its learnings through the development of ten publications and two films and engage in other national dissemination activities to inform people about the nature and results of the Project. The staff would complete its own evaluation activities, and NIE would designate an external evaluator.

Products developed during the final phase of the Project included a 26-minute color film entitled "Chris Begins Again," which presented the Project and its components through the experiences of a client, and a 16-page

brochure, which briefly described the Project and its products. A second film, "Clorae and Altie" explored important issues in personal and career development for women through the experiences of two young black women. Experimental copies of the ten major publications were also completed for national dissemination, including five "how-to" manuals on each of the Project's major components (Outreach, Counseling, Resource Center, Information Unit, and Research and Evaluation). In addition, staff compiled and annotated the Bibliographies of Career-Related Materials and produced four client-centered booklets (Career Development Series, Women and the World of Work, From Liberal Arts and Sciences to Careers: A Guide, and External Degree Study: A New Route to Careers).

The probability of local implementation improved with the publication of a Fall 1974 report by the Community Task Force on local adaptation of the Model. The group recommended that the Model become a permanent state service to be administered by a consortium of agencies. The report further recommended that the target population be enlarged to include all Rhode Island adults, with an emphasis on the economically disadvantaged, and that implementation activities begin in time to capitalize on the expertise of the Project's staff.

National dissemination efforts began early in 1975 with presentations by Project staff at selected conferences and conventions of professional associations and groups. In March, the 16-page brochure was sent to approximately 4000 individuals across the country, with several thousand additional copies distributed at the 13 regional and national conferences attended by staff during the spring and summer.

Counseling operations were gradually phased down with the paraprofessional staff reduced from 11 in 1974 to only two by the end of March 1975. To

supplement data from the formative evaluation and routine client follow-up interviews, senior Project staff conducted personal interviews with 40 former clients of the Service.

By the end of June, the distribution of the publications began. The first 800 recipients were sent publication review forms which asked for their ratings of the publications' content, format, and applicability to their own situations. Dissemination activities also included responses to thousands of inquiries requesting information, counseling, or Project materials as a result of national magazine and newspaper coverage, conference participation, and brochure distribution.

As the services to clients were ending, the Rhode Island State Department of Education and the Division of Manpower Affairs developed a plan to implement the Model under their co-sponsorship. To help the newly designated Rhode Island Career Counseling Service become operational, the Project's contract was modified so that staff could provide needed technical assistance. In addition, NIE agreed to transfer all the Resource Center materials and some equipment to the state's transitional program.

The final months were devoted to providing technical assistance to the staff of the Rhode Island Career Counseling Service, analyzing data from the Project's research and evaluation activities, completing the review of publications, responding to requests for information and materials, and completing the Project's final report.

A DESCRIPTION OF THE MODEL AND ITS COMPONENTS

Introduction

This section of the report will describe the major activities and accomplishments of each of the Model's five major components: Outreach, Counseling, Resource Center, Information Unit, and Research and Evaluation. Although each of the components had discrete functions and responsibilities, they worked together to achieve the overall objective of developing and testing a new method of providing career counseling to home-based adults.

Outreach

The major task of the Outreach component was to develop materials and techniques for attracting home-based adults to the Career Counseling Service. The component was also responsible for providing the general public and the professional community with information about the nature and purpose of the Project as a whole.

In order to reach a large number of home-based adults efficiently, the Outreach staff concentrated its efforts on the mass media. Over the 30 months of full-service operation, 18 television and 33 radio public service announcements were produced, along with over 25 advertisements for local newspapers and magazines. Press releases also led to news and feature coverage by both the print and broadcast media. In addition, Outreach staff arranged for televised coverage on eight news programs and for guest appearances by Project representatives on about 40 local radio and television talk shows. Some of these mass media efforts proved to be

particularly effective, with two-thirds of all those who called the Counseling Service mentioning that they had heard about the Project from either television or the press.

To reinforce the mass media efforts, Outreach staff prepared and distributed such collateral products as posters, displays, brochures with tear-off sheets, flyers, form letters, and return postcards. The staff also experimented twice with a telephone canvass to recruit callers. This approach was minimally effective, however, since many of the people reached were curious about the Project but were not necessarily interested in career counseling.

The Project surpassed its original goal of attracting 1500 home-based callers a year to the Counseling Service, with 1690 individuals calling the first year and 2019 the second. Over the 33 months of operation, 4453 home-based and 2147 other adults called the Counseling Service. On the basis of media research as well as information from the Project's Research and Evaluation component, Outreach methods were refined to focus on the home-based. As a result, the cost for attracting a home-based caller declined by half, and the percentage of home-based among total callers rose from less than half during the first three months to almost three-fourths during the last six months of service. Although there was no concerted effort to attract people to the Resource Center, growing awareness about the Project led more than 1600 people to visit it.

It is important to note that the goal of Outreach was not to attract as many people as possible, but rather to attract certain types of people in reasonable numbers at specific times. Over the life of the Project, a conscious effort was made to vary the Outreach strategies to learn how to regulate the flow of clients into the Service. This was especially important

because of seasonal variations and fluctuations related to the academic calendar and the employment situation. In addition, it was important to discover which strategies would prove to be the most cost-efficient ways of attracting the home-based. Consequently, it was necessary for Outreach staff to maintain detailed logs, documenting who and what had appeared when and at what cost to the Project.

A more detailed discussion of the purposes and activities of the Outreach component appears in a "how-to" manual, Attracting Clients to Service-Oriented Programs. (This manual, as well as manuals related to the Project's other major components, is described in Appendix A.)

Counseling

Known as the Career Counseling Service to the clients and the general public, this was the central program component of the Career Education Project. Staffed by paraprofessional counselors who were trained and supervised by professionals, the Counseling component provided a range of career-related services to adults using the telephone as the principle mode of service delivery.

The primary functions of the Career Counseling Service were to

- help clients assess their interests and capabilities
- help clients develop, implement, and where necessary, revise their career plans and decisions
- inform clients of educational and training requirements for career entry and refer them to places providing the necessary education or training
- provide clients with information about and, where appropriate, refer them to child-care, placement, financial aid, testing, and other supportive services in the community
- provide clients with encouragement and emotional support throughout the process of counseling

Within the context of a major research and development effort, staff attempted to provide services that were responsive to the wide range of needs and expectations expressed by clients. Beginning with the first call to the Career Counseling number, a caller talked with an intake clerk who explained the nature of the Service, obtained basic demographic information, and determined eligibility. A caller who was not eligible for counseling, a non-home-based person, was invited to visit the Project's Resource Center or referred to other agencies in the community. For a home-based caller, the clerk scheduled a time for a counselor to call and sent materials describing the Service in greater detail, along with a note confirming the appointment.

During the first counseling call, the counselor attempted to determine the client's needs and explained more fully the nature and purposes of the Service. With the counselor using a semi-structured interview schedule to learn more about important aspects of the client's life, this first counseling interview was both an information-gathering and a rapport-building session. In this initial interview, counselor and client examined the client's expectations from counseling, the nature and implications of previous work experience, career objectives and occupational knowledge, educational experience and willingness to engage in further education or training, volunteer and other life experiences, and career-related obstacles or constraints, such as lack of finance and the need for child-care. Using this information, the counselor attempted to help the client identify and resolve important career development issues in the process of answering three critical questions:

- Who am I?
- Where am I going?
- How can I get there?

For some clients, the process involved only a few days; for others, it lasted for many months. On the average, clients talked with their counselors three to four times during an eight-week period, although the number of contacts ranged from one to over 20 and the time from one day to nearly a year. Individual counseling interviews ranged from several minutes to more than an hour, with most lasting just over 20 minutes.

As long as a client needed assistance, information, or the support of a sustained relationship, the counselor continued to work with the client. Even after a client had formally "terminated," further career counseling was possible if the client expressed a need for it.

Between the fall of 1972 and the spring of 1975, 12 full-and part-time paraprofessional counselors provided career counseling services to over 4500 clients. Ranging in age from under 20 to over 60, the counselors were a diverse group. The group was comprised of high school graduates with no college experience and college graduates with some graduate credits. Some had extensive work experience and others had little or none. Their backgrounds were varied: high school teaching, office and sales work, farming, human relations, carpentry, and work in the ministry. Selected, trained, and supervised by professionals in counseling, psychology, and education, each counselor dealt with an average caseload of approximately 50-60 clients.

Once selected, the counselors received several weeks of orientation and training. More recently hired counselors received valuable assistance from the more experienced senior counselors. Using a competency-based

approach to training, the program included counseling and career development theory, counseling and interviewing techniques, utilization of information about the worlds of education and work, the use of data collection instruments, and the ability to use counseling procedures to achieve specified objectives. They learned to use the Project-developed directories of local educational, training, and supportive service resources; specially created materials on such subjects as overcoming obstacles, choosing a school, and job-finding techniques; and the Resource Center's collection of career-related materials. The counselors also received training in building rapport, questioning and probing techniques, assessing clients' interests and capabilities, defining problems, and identifying alternative solutions to obstacles. In addition, an important part of their training also involved the acquisition of research skills necessary for locating specific information to meet individual client needs.

In addition to their training needs, counseling supervisors and other Project staff attended to the personal and career development needs of the counselors. All counselors continued to receive ongoing training and supervision at weekly staff meetings, in individual supervising sessions, and occasionally in training sessions with other Project personnel. In addition, counselors received encouragement and support in the development of plans to achieve their own career goals, including released time for participation in workshops and some funds for tuition reimbursement.

A more detailed description of the nature and purposes of the Counseling component appears in the "how-to" manual, Designing and Operating a Career Counseling Service for Adults, summarized in Appendix A.

Resource Center

The Resource Center of the Career Education Project was established to identify, acquire, and make accessible a wide variety of career-related resource materials. To provide Project staff, clients, and other users with information as thorough and current as possible, the Resource Center staff drew on resources throughout the country. Materials were identified through reviews of periodicals, indexes, newspapers, publishers' catalogues, and government publication lists. In addition, the staff also completed 70 computer searches on specialized topics related to counseling and career education.

In addition to approximately 1400 books and reference items, the staff collected, organized, and maintained other important reference material. The Center subscribed to 145 magazines and newsletters in such fields as adult education, counseling, evaluation, feminism, and vocational guidance. Another important source of information for Resource Center users was the Occupational Files, which contained up-to-date pamphlets, brochures, clippings, and occupational briefs providing detailed information about occupations and fields.

The Center also housed current catalogues for approximately 200 educational and training institutions in Rhode Island and nearby Connecticut and Massachusetts. In addition, it provided staff and clients with access to numerous directories containing detailed information on education and training programs in other parts of the country, sources of financial assistance, and opportunities in business and industry.

A vertical file was organized and maintained to provide up-to-date information on such subjects as independent study, equal employment, volunteer opportunities, gerontology, testing, and women's roles. The pamphlets, magazine articles, newspaper clippings, and other items in the vertical file were categorized according to the descriptors of the Educational Resources Information Center (ERIC) system. Copies of everything produced by Project staff were maintained in the Resource Center for use by all Resource Center visitors, including the special nationwide study conducted by the Resource Center staff, Report on Fifty Selected Centers Offering Career Counseling Services for Women.

Because of the nature of the collection and the fact that there was no major attempt to attract clients to the Resource Center, staff members made greater use of the Center than did any other group. An internal circulation system which involved Project staff in reviewing materials served to inform staff of current developments and to identify new materials to be ordered for the collection. In addition, during the second year, the Resource Center staff prepared a bi-weekly newsletter to identify current literature on career education, counseling, and related areas.

Examples of utilization of the Resource Center by the Project's other components included extensive use by the counselors of information on the requirements for and descriptions of over 1000 different occupations, including many which could be considered "new" or non-traditional. Resources related to counseling theory and practice were also used extensively by Counseling staff. Outreach and Research staff members used the collection for census data and evaluation procedures. The materials on such topics as women's issues, job-finding techniques, and financial aid provided the bases for publications created by the staff of the Information Unit.

Representatives from educational and training institutions, labor organizations, counseling centers, and other agencies also used the Resource Center facilities. On a number of occasions, high school and college instructors arranged for their students to use the Center's collection of materials.

Since many of the home-based clients were sent materials by their counselors, they did not find it necessary to visit the Resource Center. Several hundred clients, however, did visit the Resource Center to supplement the information they had received from their counselors, to follow-up on their counselors' suggestions for alternative career plans, or to acquire more detailed information on educational programs, supportive services, or other topics. As mentioned previously, callers who were not eligible for the Service were also invited to use the Resource Center. Several hundred did so for the same range of reasons as other visitors.

A more detailed description of the nature and purposes of the Resource Center was written in the "how-to" manual, Establishing and Operating A Career Resource Center for Adults. In order to help others locate appropriate materials or create a similar center, the staff produced Bibliographies of Career-Related Materials, which included a shelf list of the holdings and annotations for many of them (Appendix A).

Information Unit

For career counselors to function effectively, they need ready access to detailed information about the variety of educational institutions, training programs, and supportive service agencies in the community. The

Information Unit was responsible for establishing and periodically updating this important information base, as well as presenting the information in useable and useful formats. The staff of the Information Unit was also charged with the responsibility for reviewing existing career-related materials and developing new materials to meet the special needs of the Project's clients and counselors. These materials were designed to be adult-oriented, free from sex-stereotypes, and capable of being used in the context of a telephone-based counseling service. Information Unit staff members often participated in training sessions with the counselors.

The Information Unit staff created three major directories, the most widely used being the Educational and Training Resources (ETR) Directory. This two-volume, loose-leaf compendium provided detailed information on over 90 institutions and 2000 courses in full-time and part-time preparatory programs in Rhode Island and nearby parts of Massachusetts, including the names of personal contacts at each institution. In addition to covering such basic items as addresses and telephone numbers, the ETR Directory related all courses and programs to specific careers. Standardized formats permitted ready comparisons among alternative institutions along such key dimensions as program content, schedules, costs, admissions requirements, and ancillary services, such as financial aid and day-care.

The ETR Directory also included sections on non-localized sources for career preparation, such as correspondence study, external degree programs, and educational and training resources in other areas. Keeping information current required a major updating at least twice a year.

The Directory of Supportive Services presented detailed information about those services which could help "support" clients in a variety of

ways while they were working toward their career goals. The Directory covered agencies in Rhode Island and nearby parts of Massachusetts which provided adult care, Americanization classes, career information, child-care, consumer and legal services, personal counseling, financial aid, placement, services for the handicapped, women's services, testing, transportation, and volunteer services.

The Occupational Projections Directory, which was based on the most current local and national data, presented employment projections for over 350 careers. This directory was organized according to occupational area and individual job titles, as defined by the Bureau of Labor Statistics.

In response to the special needs of counselors and clients, the Unit also produced several other important materials that could be used by counselors and mailed to clients. The most frequently used was the Career Development Series, which consisted of the following five major sections: "Introducing Your Career Counseling Service," "Exploring the World of Work," "Choosing a School," "Overcoming Obstacles," and "The Job Search." Since women comprised three-fourths of the Counseling Service's clientele, Information Unit and Resource Center staff produced Women and the World of Work, which addressed the problems women face in entering or re-entering the work world and made suggestions for taking positive steps to overcome barriers to career development.

The Information Unit also produced special material on traditional and non-traditional post secondary study. A series of pamphlets on the relationship between liberal arts and sciences (LAS) and careers suggested ways of assessing the LAS experience, presented possible career options for LAS majors, and discussed additional training possibilities.

For those clients unable or unwilling to pursue further education in traditional fashion, staff produced material on external degree programs in which adults could participate without substantially altering their lifestyles.

After these materials had been used by counselors, clients, and Resource Center visitors, they were revised to serve as the bases for four of the Project's major client-oriented publications: Career Development Series, Women and the World of Work, From Liberal Arts and Sciences to Careers: A Guide, and External Degree Study: A New Route to Careers. The process for creating the directories and products was described in the Information Unit's "how-to" manual, Developing Career Related Materials for Use with and by Adults

Research and Evaluation

The Research and Evaluation component was designed to develop and implement procedures for the collection, analysis, and reporting of data for management and staff of the Project, the sponsor, the Rhode Island community, and other practitioners interested in the Project.

The basic approach to research and evaluation was a formative one. It was designed to inform staff of what was occurring in the Service, and thereby provide the information for program modification. For example, Research and Evaluation staff worked with other Project personnel to define goals, design data collection instruments and procedures, and train staff in the use of various instruments. In short, though a separate component, the Research and Evaluation component served as an information system for Project staff and sponsor.

Research activities were part of the Project well before programmatic activities began. Indeed, it was a needs assessment that led to the selection of Providence, Rhode Island, as the pilot site. However, when the Counseling Service opened and the Project was transferred from the United States Office of Education to the National Institute of Education, Research and Evaluation became a formal Project component rather than a subcontracted service.

In addition to needs assessment and goal definition, Research and Evaluation staff helped in the definition of research questions and specification of variables related to these questions. Designing a model to collect the necessary data meant considering when, how, and by whom the data would be collected, processed, analyzed, and used. Implementing the Model involved the staff in the design and revision of data collection instruments, the development of a data processing system, staff training, and the installation of a mechanism for reporting the data and adjusting the system.

Most of the component's activities centered on evaluating aspects of counseling, beginning with initial intake, continuing through the process of counseling, and ending with follow-up interviews with terminated clients. When someone first called the Service, an intake clerk determined eligibility and recorded basic demographic data on an intake interview form. During the counseling process counselors recorded data on initial interview recording forms, interview record forms, and summary of call forms. At termination, counselors recorded the career status of each client on a termination form. In addition, Research and Evaluation staff interviewed terminated clients in order to ascertain their reaction to and evaluation of the services they were provided.

Data from these sources were coded, keypunched, and computer analyzed and reported regularly. Outreach data from the intake forms were tabulated daily and circulated to the Project's staff weekly. In addition, Research and Evaluation staff prepared monthly reports and quarterly analyses of callers' characteristics. Research and Evaluation staff performed a number of supplementary analyses in order to learn more about the program and its clients, including two special follow-up studies with former clients, a study of the use of the Resource Center, and an examination of the use of the Information Unit's materials.

A more detailed description of the nature and purposes of the Research and Evaluation component appears in the "how-to" manual, Integrating Research and Evaluation into the Operation of Service-Oriented Programs, which is summarized in Appendix A.

THE RHODE ISLAND COMMUNITY

Introduction

The preceding sections of this report presented a chronological perspective of the Career Education Project's efforts and described the primary functions and operations of each major component within the Project. This section will examine the community in which Project activities were carried out. It will describe how the Project entered the community, worked within the existing network of agencies and organizations to avoid duplication of services, and helped to facilitate local implementation when the research and development phase was completed.

The development of a national model requires the selection of an appropriate setting for pilot testing. Ideally, a pilot site should exhibit the need for intended services, reflect significant characteristics of the country as a whole, and have the local resources to support Project goals and plans. Moreover, individuals who represent key institutions and agencies should exhibit a willingness to cooperate with the staff of a proposed Project and to be at least minimally supportive of Project goals. The initial feasibility study conducted by EDC in early 1972 indicated that these conditions seemed true for the Rhode Island community.

Interactions between the Project and the Rhode Island community occurred in a variety of ways, and involved almost all staff members during the life of the Project. The two basic principles which guided all community-based activities were to provide effective career counseling services to

home-based residents, and to build in mechanisms for continuing the services under local sponsorship if the services proved useful to the community.

The major questions addressed in this section are:

- What are the Characteristics of the Rhode Island Community?
- How Did the Project Relate to the Rhode Island Community?
- How Did the Project Relate to Educational and Training Institutions?
- How Did the Project Facilitate Local Implementation of its Efforts?

What are the Characteristics of the Rhode Island Community?

The State of Rhode Island has traditionally been of substantial interest to market analysts and product developers. An article in the Providence Sunday Journal by Clyde H. Harrington in June 1975 stated "Because of its geographical peculiarities, its ethnic and economic mix, and a host of other factors, Rhode Island is considered an ideal place in which to test everything from cigarettes to syrup before kicking off a major nationwide campaign." With almost one million people living within its borders, it is the second most densely populated state in the nation. According to a 1973 estimate by the Rhode Island Department of Economic Development, the population residing within a 50-mile radius of the center of Providence was over eight million people.

Rhode Island is also characterized by an extensive communications network. The state's one major newspaper company publishes morning, evening, and Sunday editions. In addition, there are two other daily and 18 weekly newspapers published in the state. One public and three commercial television stations are geared primarily to the Rhode Island audience, and 21 radio stations serve the state and nearby areas.

Another characteristic of importance to a telephone counseling service is the existence of an extensive telephone network. Figures from the New England Telephone Company indicate that over 96% of all Rhode Island households have telephones, with 85% of the population able to call a Providence exchange without toll charges.

The 1970 Census provides further information about the General Social and Economic Characteristics of Rhode Island. There is a rich mixture of ethnic groups and cultures with English as the mother tongue for nearly two-thirds (64%) of the population. Among those who have immigrated to the state are people with Italian, English, Canadian, French, Irish, Polish, Russian, Portuguese, and Hispanic backgrounds. Although the state as a whole has a small percentage of black residents (nearly 3%), the city of Providence has a black population of almost 9%. Other racial minorities, including Narragansett Indians, account for less than 1% of the state's population.

According to the United States Department of Commerce's 1974 Survey of Current Business, Rhode Island's per capita income ($4,841) is below the national average and twenty-fifth among the fifty states. Median family income was recorded in the 1970 census as $9,736 per year, with 19% of Rhode Island families having incomes of $15,000 or more annually and 17% having incomes of less than $5,000.

In July of 1972, Rhode Island's unemployment rate was 6.7% as compared to the national rate of 5.5%. In July of 1975, with the national rate at 8.7%, the unemployment rate in Rhode Island was the highest of any state in the nation, 16.3%. The economic problems and high unemployment rate of the state was in no small way related to the state of the national economy and

the 1974 closing of the U.S. Naval installations, with the accompanying loss of 20,000 military personnel and 6,000 civilian jobs.

Partially as a result of its manufacturing heritage, Rhode Island has exhibited, to a large degree, characteristics of a secondary labor market. Relying heavily in the past on the textile, jewelry, metal-working, and machinery industries, the labor force has remained largely unskilled or semi-skilled and relatively immobile.

As might be expected, the educational attainment of the adult population has reflected the nature of the labor market. A 1974 report by the Rhode Island Department of Education indicated that one-half of all persons in Rhode Island over 16 years of age and not enrolled in school have less than a high school diploma, with almost one-third having less than an eighth grade education. Educators within the state have voiced concern that, of all the adults who have not completed 12 years of schooling, only about 3% are actively engaged in remedial programs.

Educational opportunity in Rhode Island is broad in scope, with a large number of career-related programs offered to state residents. In addition to 11 colleges and universities, over 80 other institutions offer educational and training programs. Of these programs, some 900 are directly related to career preparation.

On the other hand, large numbers of the state's citizens have not taken advantage of the education and training available to them. Many individuals have personal problems or constraints which prevent them from taking advantage of available educational opportunities. For persons with career-related obstacles or constraints, there is a wide variety of supportive services in the state. Several hundred agencies and organizations offer assistance in such areas as adult and child care, financial aid, testing,

and job placement. In 1974, for example, there were 139 facilities providing day care services for children.

Once Rhode Island was selected as the state within which to develop and test the Model, Providence County and the city of Warwick was selected as the geographic target area within which to carry out Project efforts. This target area included the state's four major cities: Providence, Warwick, Pawtucket, and Cranston. Furthermore, according to 1970 census data, 70% of the state's population was included in the target area.

How Did the Project Relate to the Rhode Island Community?

The success of any social service agency depends primarily on its ability to meet the needs of its clientele. However, the purposes of an agency must also be understood and supported by community leaders if its intended target audience is to take advantage of its services.

The basic strategy employed by the Project involved discussions with community leaders and groups about the design of the Project and the services offered to the home-based community. This strategy was based on the theory that support from community leaders would eventually filter down to the home-based members of the community. With some groups, this strategy was successful; with others, alternate plans were tried or suggested.

The community information efforts of the Project were made more complicated than they might ordinarily have been because of several factors. First, in addition to providing career counseling services to the home-based residents of Rhode Island, the Career Education Project was also a national research and development model. One critical aspect of the Project's research and development focus was the definition of a target population which restricted eligibility for service to only those 16 years or over who were

not working or going to school on a full-time basis. The very fact that the target population was home-based made the task of reaching them more difficult than if they were involved full-time at educational institutions and work sites or if they were active members of community organizations.

Many people in the community also had some difficulty understanding or accepting the necessity of the Project's decision to restrict eligibility to the home-based. Consequently, a good deal of community information efforts, especially during the early stages, dealt with this issue. The following will describe the nature of the project's interaction with a number of significant groups in Rhode Island.

Elected Officials

Inasmuch as the Career Education Project was a national model, several visits were made to the offices of the congressional delegation from Rhode Island. In addition, both United States Senators, John O. Pastore and Claiborne Pell, and United States Congressman, Fernand J. St. Germain, visited the Project to discuss the progress of the program and projected national legislation that could affect the employment and educational scene in Rhode Island. Each of these officials suggested additional people to contact within the state and referred some of their constituents to the Counseling Service through their offices.

State officials, including the Governor, and the mayors of the four major cities either visited the Project or met with Project representatives to review Project activities and to make suggestions for additional contacts within the Rhode Island community.

Population Subgroups

Because most of the target audience was female, the staff made special efforts to reach home-based women in the state. In addition to meeting with representatives of women's groups, Project staff attended programs sponsored by the Rhode Island Permanent Advisory Commission on Women and the Rhode Island Women's Political Caucus. Booths were set up at some of these events to publicize the Career Counseling Service.

The Junior League of Providence published an account of the Career Education Project in its monthly magazine, The Signpost, and brochures were distributed at a League meeting designed to provide career planning strategies to members. The League of Women Voters and the Women's Liberation Union also featured the Career Education Project in newsletter items. Descriptive material was sent to presidents of local Business and Professional Women's Clubs as well as to the state presidents of both the Junior and Senior Divisions of the Rhode Island Women's Clubs.

Project representatives made many presentations to local groups, including those affiliated with the National Organization for Women, the Young Women's Christian Association, and the Continuing Education for Women Alumnae of the University of Rhode Island. Representatives of women's groups visited the Resource Center as well and often requested information about sex-stereotyping in education and employment. Students and staff from local colleges and universities requested assistance from the Project in developing proposals for women's centers at their institutions.

Although women's groups were of major concern to the Project, young people, particularly school dropouts, and the elderly did receive special consideration during the early stages of the counseling service. School counselors in Providence, Warwick, and Pawtucket were informed of available

services as were local community action agencies. Project personnel attended or made presentations at local high schools and job fairs for high school seniors.

The elderly presented a special problem. Even though there are a wide variety of lifetime learning programs and other services for the elderly in the state, jobs were not readily available to senior citizens. The Project did not direct its efforts toward this population in a major way because it was felt that it would be unfair to raise expectations if special job development for the elderly was not part of the Project's design. Interestingly, during presentations about the Project, many senior citizens expressed an interest in counseling; not so much for themselves, but for their children or grandchildren.

Initially, numbers of minority clients attracted to career counseling, although low, approximated census figures for the area. From a national standpoint, however, the Project had not gathered sufficient data concerning minority groups from which to judge adaptability in other large, urban areas. An attempt was made, therefore, to attract more black and Spanish-speaking clients to the services so that the career counseling needs of minority groups might be better represented within the Model.

Early in the life of the Project, a minority advisory committee was formed. This group, which consisted of key leaders in the minority community, met with Project staff on a number of occasions to identify the career development needs of the state's minority population and to suggest ways in which the Project might respond to these needs. In part, as a result of interactions with the minority advisory committee, the Project contracted a minority consulting firm to provide a literature review of the career-related needs of minorities and to design an overall outreach strategy. In

addition, minority members of the Project's own staff formed an internal task force to make recommendations and to identify potential contacts in the black and Spanish-speaking communities.

On the basis of efforts such as those described above, the Project hired representatives to serve as a liaison between the Project and the community, developed a human resources directory of organizations providing services to minority people, acquired or prepared support materials for use by counselors and other staff in their work with minority clients, and translated some materials into Spanish.

The Project's approach to the state's minority community placed special emphasis on women's groups, educational organizations, churches, libraries, and social service agencies. As a result of numerous contacts by Project staff, organizations serving minorities helped support Project efforts in many ways. For example, The Urban League of Rhode Island included an article about the Project in its monthly newsletter, which is published in English and Spanish. Family workers for Providence Head Start distributed information about the Career Counseling Service. Project Personna, a special educational program for Spanish-speaking adults, arranged to have Project materials translated and distributed. In addition, representatives of organizations providing services to minorities visited the Resource Center, and the Project hired several Neighborhood Youth Corps interns.

The Project's special efforts to reach the minority community resulted in a noticeable improvement in minority participation. According to 1970 census figures, blacks and other minorities constitute slightly over 3% of the total Rhode Island population and about 10% of the population of the City of Providence. The percentage of minorities who called the Counseling Service rose from nearly 3% during September-November 1973 to about 9% during November-December 1974.

Since veterans in Rhode Island have specialized services available to them, the Project did not make a concerted effort to reach members of this group. However, ongoing contacts were maintained with the consultant for Veteran's Education of the Rhode Island Department of Education and representatives of other agencies serving this population. For example, clients of the Drug Dependance Treatment Center were sometimes referred by their counselors to the Project's Resource Center, since they did not themselves have access to such an extensive collection of career-related material.

Business, Industry, and Labor

Because business and labor leaders are an integral part of the community, they were often contacted by representatives of the Project for their general support as well as for information about state economic and employment factors.

Early in the development of the Model, a presentation was made to the Education Committee of the Greater Providence Chamber of Commerce, and a Project representative became a member of that body. Members of Project Rhode Island, an alliance of businessmen studying the economic future of the state, met on several occasions with Project staff to discuss the compilation of employment projections for Rhode Island. The Executive Vice President of the Public Expenditures Council, whose membership includes the chief administrative personnel of leading businesses within the state, discussed the implications of training for future employment with Project representatives.

The Director of the Rhode Island Plan (Rhode Island Construction Industry Employment Opportunity Plan) met with staff to review minority participation in the construction industry. Project information was also shared with leaders of such associations as the Rhode Island Bankers Association,

the Manufacturing Jewelers and Silversmiths of America, and the Rhode Island Federation of Teachers.

Libraries

Because the people who use the facilities of libraries are often home-based, the Project worked closely with local libraries in its outreach and community information efforts. Posters, brochures, and displays were placed at check-out desks and in bookmobiles. This material described the Project's Counseling Service and often spotlighted the libraries' own collections of career education material.

Although the establishment of a specialized collection of career-related material for a Project Resource Center was questioned initially by some state librarians, many actively supported the Counseling Service and used the Resource Center as a supplemental community resource for their patrons. Every effort was made to collect career-related material that was not duplicated in public and school libraries. Representatives from many libraries visited the Resource Center to examine the collection and to exchange bibliographical information. In addition, Project staff relied upon the reference departments of public libraries for material or information not contained in the Project's Resource Center.

During the early weeks of the Counseling Service, a presentation was made at a meeting of the Rhode Island Association of Librarians and follow-up letters sent to the 60 members in attendance. Throughout the duration of the Project, staff visited directors of town and city libraries and made presentations to women's groups and Spanish-speaking groups at local libraries throughout Rhode Island.

As an example of the spirit of community support that evolved over time, representatives of the Providence Public Library distributed material describing the Career Education Project at the American Library Association's 1975 Convention in San Francisco. In like manner, although most of the specialized collection was transferred to the successor state counseling agency, the Project donated periodicals and other materials to the Reference Department of the Providence Public Library when the Project offices closed.

Religious Groups

Community information efforts were also directed toward Rhode Island's religious community, which is estimated to be 60-65% Roman Catholic, 30% Protestant, and 4% Jewish. An attempt was made to contact leaders of all faiths and denominations. Personal visits were made with representatives of the Catholic Diocese of Rhode Island, the Rhode Island Council of Churches, the Baptist Churches of America, the United Methodist Association, and the United Church of Christ.

Articles about the Career Counseling Service appeared in a number of religious newspapers and newsletters, including the Rhode Island Churchman, a monthly newspaper published by the Episcopal Diocese of Rhode Island, and the newsletter of the National Council of Jewish Women. The Project was visited by groups of parishioners participating in six-week courses designed by the Community Affairs Commission of the Catholic Diocese to involve members in the solution of urban problems.

Through Rhode Island Church Women United, a statewide organization of lay leaders from Protestant, Roman Catholic, and Greek Orthodox churches, hundreds of brochures were distributed and several presentations made. The General Jewish Federation provided the Project with a list of women's organi-

zations and forwarded material about the Project to presidents of their local organizations. Overall, efforts such as these by Rhode Island's religious community seemed to add much to the Project's credibility among many people in the state.

Media Representatives

The use of mass media to attract clients to the Career Counseling Service are described elsewhere in this report, but mention should be made of the cooperation of broadcast and newspaper personnel. Not only were television and radio spots treated as public service announcements, which meant that airtime was free, but documentation was supplied to the Project for research purposes. In like manner, some newspapers charged special low rates for the Project's newspaper advertising. Reporters from local newspapers gave the Project coverage that attracted many home-based clients to the Career Counseling Service.

Other Community Agencies and Groups

Statewide planning and coordinating agencies also provided support to the Project. The Council for Community Services, for example, included a description of the Career Counseling Service in its widely distributed directory of community services.

For many Rhode Islanders whose personal responsibilities preclude full-time employment, the best, and often only, opportunity to gain practical experience in certain career fields has been through carefully planned volunteer endeavors. Especially in times of high unemployment, many people accept volunteer positions in order to maintain their skills as well as to contribute their talents to the community. Consequently, counselors of the Career Education Project referred clients to agencies placing volunteers,

and such statewide organizations as Volunteers in Action, Inc., a national voluntary action center, were considered career-related supportive services.

Since many clubs, sororities, fraternities, and other service organizations often recruited volunteers, contacts with these groups provided an additional opportunity to gain support for the Model and to reach potential clients. For example, a presentation was made to a Rotary group in Bristol, and a joint program was held with FISH, a telephone-based community assistance program.

Concerted efforts by Project staff have also been made to reach educators, parents, and others concerned with education throughout the state. The board president and the staff of the Rhode Island Congress of Parents and Teachers (PTA) were most receptive to the Project's goals and supported its efforts in a variety of ways. An article about the Project was published in the PTA Bulletin, and letters describing the Counseling Service were sent to presidents of local units and Councils within the target area. Project representatives made presentations at many meetings of the local units. In addition, hundreds of brochures describing the Project were distributed at state PTA conventions.

The support of educators was also sought through professional organizations. Project personnel were members of a number of boards, committees, or organizations involved in education, such as The Rhode Island Career Education Association, the state Right to Read Committee, Volunteers in Rhode Island Schools, the Adult Education Association of Rhode Island, and the Providence Adult and Continuing Education Advisory Committee.

The Executive Director of the Rhode Island Advisory Council on Vocational-Technical Education provided valuable information about adult training and, in turn, a presentation was made to this group. Presentations

were also made to the Rhode Island Diocesan Adult Continuing Education Council and several lifetime learning groups in the state. In addition, newsletter articles about the Project appeared in publications sent to all school committee members, superintendents, and principals in the state.

By providing information about the goals, services, and progress of the Career Education Project to individuals and groups in Rhode Island Project, staff were able to overcome an initial level of mistrust expressed in some segments of the community and to help stimulate an increasing interest in the provision of counseling services to adults.

While no formal attempts were made to evaluate directly the effect of the community information effort described above, some significance may be placed on the gradually increasing percentage of callers who reported being referred to the Project by agencies, organizations, or individuals. There was a steady increase in the percentage of people being referred by personal contacts, rising from a low of 8% to a high of 26%. Agency and organizational referrals rose from about 6% to almost 14%.

As a further indication of community support for the Model, several agencies and organizations within the state requested an expansion of the telephone counseling service. The Warwick Community Action Agency and the Providence Public Library, for example, expressed interest in having the Project's staff provide face-to-face counseling at their locations. Some groups, such as the Providence YWCA and Volunteers in Action, sought assistance from the Project in training their own personnel.

How Did the Project Relate to Educational and Training Institutions?

During the planning phase of the program, many educators in the Providence area were interviewed to ascertain the scope of career training available and the extent to which career counseling was needed in Rhode Island. While an extensive array of programs was offered to adults in the state, it was evident that no central system of information and referral was available. Most of the individuals contacted were aware of the fragmented nature of career-related programs and felt that more coordinated use of existing resources was needed.

One of the first tasks of Project staff was to develop a detailed inventory of all educational, training, and career-related supportive services in the state. During this process, the institutions were most cooperative in supplying specific information about their programs and services.

Soon after the Project began providing career counseling, it was thought that an institutional development effort might be helpful in encouraging cooperative efforts among institutions and agencies in order to improve services to the home-based, perhaps through subcontracts with the Project. Upon closer examination, however, a direct intervention technique of this sort was viewed as being too expansive and premature. A developmental approach seemed more viable at the time and was implemented over the life of the Project. Project staff shared information about the needs of the home-based populations and the experiences of its clients with institutions and agencies. In addition, the use of career-related materials collected in the Project's Resource Center were available for use by representatives of local institutions and agencies. The interactions between the Project and local educational and training resources occurred through

meetings, presentations, conferences, technical assistance, and written exchanges of information. In addition to being very helpful to Project staff, it was felt that this mutual exchange of information would help agencies and institutions assess their programs and use the information to improve their services for home-based adults.

In addition to contacts necessary for creating and updating the Project's Education and Training Resources Directory, representatives of the over 90 educational and training resources were periodically contacted by Project staff to exchange information and to discuss the special career development needs of home-based adults in Rhode Island.

This cooperation and collaboration between the Project and local educational and training resources took many forms. Many representatives of local institutions and programs reported that counseling for adults in Rhode Island was generally inadequate, with the few existing counseling programs both understaffed and underfinanced. In addition, when counseling was provided, it was often personal rather than career counseling, and designed for young people rather than adults. Consequently, many organizations wanted the services of the Project to be available for their students or clients. Including part-time students in the definition of "home-based" enabled the Project to take an important step in this direction.

As a further example of the type of cooperation between Project staff and local educators, the Director of the Warwick Adult Education Program arranged to have a Project representative meet with applicants as they enrolled in evening courses in that city. In addition, many handicapped people were referred to the Project's Career Counseling Service by staff of the Department of Social and Rehabilitative Services. Also, classes from local graduate programs in counselor education visited the Project on a

number of occasions. Project staff also cooperated with the Division of Manpower Affairs of the Department of Economic Development in training counselors for the "uni-center" of social services in Newport, Rhode Island.

The Career Education Project was also represented at many training programs and educational conferences held in Rhode Island. Project staff conducted a forum entitled "Career Options for Women" for graduate students in Counselor Education at the University of Rhode Island in July of 1974. Project representatives participated in a panel on "Career Counseling for Adults" at the Career Education Conference, sponsored by the Rhode Island Department of Education in November 1974. In addition, Project staff gave a number of talks about career planning to graduates of high school equivalency programs in the target area.

The benefits derived from the kind of cooperation described above is illustrated by the following excerpt from a letter to the Project (dated December 21, 1973) from Frederick A. Hazard, Director of Student Services at Opportunities Industrialization Center (OIC) of Rhode Island, Inc.:

> ... from time to time OIC, as with most manpower training agencies, has had problems with the retention of its trainees. I note with a great deal of pleasure that your organization referred some 85 people to us for training during the last quarter. This amount represent (sic) approximately 73% of our new enrollees.
>
> Our retention rate for that quarter which includes those people that you referred to us was considerably higher than the last two preceding quarters. In fact, the retention rate exceeded 93%.

The exchange of information and spirit of cooperation that developed between the Project and local institutions and agencies involved in career-related activities provided a foundation for future development. The concept of a centralized career counseling service beyond the life of the Model

was accepted and resulted in a state-sponsored telephone counseling service, as described in the following section.

How Did the Project Facilitate Local Implementation of its Efforts?

From its inception, the goals and objectives of the Career Education Project have coincided with the long-range plans of the Rhode Island State Department of Education, which helped facilitate local implementation of the service when the research and development efforts were concluded. As early as 1971, 1000 Rhode Island residents participated in public forums and completed questionnaires to help define the state's educational goals. Among the goals listed by the Board of Regents as a result of this inquiry was "an opportunity for each person to be able to choose a career suited to his talents and aspirations, and to acquire the competencies and capabilities to pursue that career." The establishment of the Career Education Project in 1972, then, was highly related to an important educational objective of the state.

Other reports issued in Rhode Island also document the importance of career-related services for adults. The following excerpt from a working paper prepared by the State Department of Education in February 1973 emphasized the need for a central counseling service for adults:

> ... a central referral service should be implemented to help the individual and agencies find the resources they need. Today, adults frequently find themselves shunted from "pillar to post" as they seek information about opportunities. We should provide the means for the collection and dissemination of information about continuing education programs and thereby make it possible for adults to draw upon the State's resources in order to further their goals.

In June 1975, the State Department of Education sponsored a planning conference to record community reactions to position papers dealing with post-secondary education. Among the proposals made by participants were recommendations for more extensive part-time study opportunities, more flexible admission and re-entry requirements, and improved school and community-based counseling and information services.

As a final illustration of the growing awareness of the need for improved career counseling services, the Board of Regents adopted the following objective in a report on future directions for vocational education in Rhode Island: "to develop a comprehensive approach to career guidance and other necessary ancillary services that will assist individuals in making informed and meaningful occupational choices."

Throughout its existence, the Project held many discussions and participated in many activities with the Rhode Island State Department of Education. Most often these meetings attempted to define the relationship between the Department and the Project and to examine implications for continuing services to Rhode Island adults when the Project's research and development activities would be concluded.

In January 1973, the opening of the Project's Resource Center was co-sponsored by the Department of Education and the Project, attracting 225 individuals, including 109 educational and training institution representatives. Over time, Project staff also provided information and assistance to the Department of Education in a number of their studies and conferences. The Department of Education also served as a referral source for the Project. As part of a national campaign sponsored by the United States Department of Health, Education and Welfare, spot announcements appeared on local television, indicating that career information was available. All inquiries

received in Washington from Rhode Island residents as a result of this campaign were forwarded to the Rhode Island Department of Education. A total of over 1000 such inquiries were, in turn, sent to the Project. Project letters were then sent to each respondent, informing them of the free career counseling available for home-based adults in the Rhode Island area.

In December 1973 a planning subcontract was issued to the State Department of Education by the Project. The subcontract requested the Department to provide technical assistance for a 24-member community task force which was organized to provide an answer to the following question: "How should the Education Development Center's Career Education Model (NIE's Career Education Model III) be continued as a permanent service in the State of Rhode Island?" The task force, which was composed of representatives of business, labor, education, government agencies, and consumer groups, was charged with the responsibility of specifying the goals and objectives of a career counseling program for adults and presenting alternative models for the sponsorship, implementation, and evaluation of such a program.

From April to October 1974, the task force and its various subcommittees met on some 40 occasions to plan a permanent counseling service that would best reflect the needs of the Rhode Island community and remain consistant with the overall approach developed by the Career Education Project. In the fall of 1974, the task force recommended a counseling service that would incorporate all the elements of the Model while providing such additional services as face-to-face counseling and computerized information. The task force also recommended that the target population be expanded to include all adults in Rhode Island, with special emphasis on the economically disadvantaged. Additional locations were also suggested to accommodate the proposed increase in service capacity. Copies of the three-volume report of the task

force are on file and available for inspection at the offices of the National Institute of Education and the Education Development Center.

The final report of the task force was received by the Project and forwarded to the National Institute of Education in December 1974 with the recommendation that federal funding be allocated to support local implementation. Representatives of NIE, the Rhode Island Department of Education, and the Career Education Project commended the members of the task force for their work, and meetings were scheduled to plan for a transitional counseling service until such time as the recommendations of the task force would be implemented on a full-scale basis. A transition phase, to be initiated before the Project closed, appeared to be necessary so that Project staff could provide technical assistance to their successors.

Although direct federal funding for local replication of the Model was denied, cost estimates for proposed technical assistance and transfer of related material were calculated in compliance with a request from NIE in February 1975. The total estimated budget ($62,773) included personnel costs over a six-week period to plan for the new service, train the staff, and supervise follow-up activity. It also included figures for other indirect and direct costs as well as the cost of the transfer of the Resource Center's materials and equipment. In the meantime, joint staff meetings were held at the Department of Education to plan the presentation of the task force's final report to the Rhode Island Board of Regents in April 1975.

In May 1975, the State Department of Education submitted a draft proposal to NIE for the transitional operation of a counseling service, contingent upon approval of technical assistance. As outlined, the interim agency would be located at the Ocean State Training Center at Quonset Point, Rhode Island. The service would be co-sponsored by the Division of Manpower

Affairs of the Department of Economic Development and the Rhode Island State Department of Education. Paraprofessional counselors were to be hired under the Comprehensive Employment and Training Act as public service employees. The Project, in due course, received approval from NIE to modify its scope of work in order to allocate staff time for technical assistance to Rhode Island.

At the June meeting of the Rhode Island Board of Regents, the Rhode Island Career Counseling Service was authorized for a six-month period (July-December 1975), during which time a long-range plan would be developed for continuation of the service.

During the period between the approval of an interim agency by the Rhode Island Board of Regents and the full-service operation at Quonset Point two months later, technical assistance provided by the Project staff involved a variety of tasks related to planning, staff training, and program implementation.

Initially, technical assistance involved working with representatives of the Department of Education and the Division of Manpower Affairs to plan for the transfer of services to an expanded audience at a new location. Discussions were held to determine eligibility requirements, program goals, and research needs. During this period, Project staff were able to modify much of the research and outreach material to comply with the specifications of the new counseling service. Project personnel were also able to assist by helping to interview candidates for the new staff positions, projecting the costs of needed materials and publications, and modifying the procedures for updating the Project's major directories.

Formal training of new staff took place during August 1975 at the offices of the Career Education Project. In addition to the formal train-

ing of the new staff, Project personnel assisted in the preparation of new material and updating of information base. For example, staff of the Project assisted in obtaining information about current course offerings at local educational institutions and helped design new data collection instruments and advertising copy for the successor agency. Whenever possible, Project personnel attempted to assist the new staff in accomplishing the tasks that were necessary to insure a successful launch of the interim agency.

As a result of the collaborative efforts of many community leaders, the State Department of Education, the Office of Manpower Affairs, and the staff of the Career Education Project, the transitional career counseling service is now a reality, and has served over 627 Rhode Island adults. In December 1975, the Rhode Island Career Counseling Service received authorization from the Board of Regents to continue operations through June of 1976, by which time it is hoped a permanent Career Counseling Service will be established.

An important footnote to local implementation is the extension and adaptation of the Project's Model for new populations. In a recent development, the Board of Regents authorized the Rhode Island Department of Vocational Education to adapt the Model for high school students. Using the facilities and resources of the Rhode Island Adult Counseling Service at Quonset Point in the late afternoon and evening, paraprofessional counselors provide career counseling by telephone to high school seniors. If this pilot effort proves successful, the service may be expanded to serve all interested high school students on a continuing basis.

DISSEMINATION OF THE MODEL AND ITS PRODUCTS

Introduction

Throughout the life of the Career Education Project, a great deal of effort was devoted to keeping various groups and individuals informed about Project developments. During the first two years, the Project emphasized activities designed to attract clients to the Service and inform others about the nature of the Project. Energies were focused on outreach and community information efforts, resulting in considerable local coverage in the mass media and other forums.

After the program had become stabilized, however, dissemination efforts became nationwide in scope, and the staff concentrated on ways to share the Project's experiences and findings with potential adaptors and other interested persons outside Rhode Island. This section will describe the materials and techniques used in the dissemination strategy, document the specific efforts made during the final year of the Project (January-November 1975), and summarize evaluative data from the review of the Project's major publications.

National Dissemination Efforts

Although dissemination to potential adaptors was not the Project's paramount concern in its first two years, the staff nonetheless prepared some materials during that time which proved helpful in letting others know about the Model. These included brief descriptive brochures about the Resource Center and the Career Counseling Service, the latter having both

English and Spanish versions. As the number of requests for more detailed information began to increase in mid-1974, the Outreach staff produced a five-page description of the Model. This document was attached to the brochures and used for some time as the Project's major promotional piece while other materials and a film were being developed.

Between October 1974 and July 1975, the staff created the following items expressly for national dissemination:

- a 16-page red-covered brochure entitled "an important part of American's potential job force is at home," which included an order card for Project publications
- a 26-minute color film about the Project and one of its clients, entitled Chris Begins Again, and a descriptive flyer about the film
- ten major publications
  - five "how-to" manuals; one for each of the Project's major components: Outreach, Counseling, Resource Center, Information Unit, and Research and Evaluation
  - an annotated bibliography of career-related resource materials along with a shelf list of the Resource Center's holdings entitled Bibliographies of Career-Related Materials
  - four publications for use with or by career-concerned adults, entitled Career Development Series, Women and the World of Work, From Liberal Arts and Sciences to Careers: A Guide, and External Degree Study: A New Route to Careers
- a career development checklist and four-page annotated reading list which was sent to adults around the country who requested help from the Project with their career plans and problems.

The supply of most printed materials is now exhausted. However, samples of all the items are available for inspection at the Education Development Center, Inc., Newton, Massachusetts, or the National Institute of Education, Washington, D.C.

Publicity Efforts and Professional Meetings

While these materials were being developed, the staff planned and began implementing strategies for publicizing the Project and informing other interested professionals of Project efforts. Three primary avenues were selected: distribution of the red brochure, attendance at professional meetings, and coverage by the media.

Over 11,000 copies of the red brochure have been distributed. Nearly 4,000 were sent to policymakers and practitioners in the initial mass mailing in March 1975. The following figures indicate the approximate distribution of the first mailing by category. It should be noted here that there is some overlap among the categories, especially the first two.

- Counseling, psychology, and mental health 6%
- Education, with emphasis on post-secondary and continuing education 36%
- Governmental agencies (other than Labor), legislators, and foundations 6%
- Manpower, business and labor groups, both public and private 8%
- Media and publications (other than women's publications) 15%
- Women's groups, centers, studies, and publications 25%
- All others (including libraries and research groups) 4%

Several thousand more were distributed through exhibitions or presentations at meetings of professional associations. The rest were sent in response to inquiries, often those generated by press publicity. In several instances, people asked for as many as 50 copies to share with their colleagues.

Various staff members attended the following meetings and conventions of professional associations during the Spring and Summer of 1975. (The initials after each item indicate the type of involvement: F = showing the

film, P = making a formal presentation, E = having a booth or other exhibit.)

• National Center Education Forum Columbus, Ohio	FE
• American Personnel and Guidance Association New York, New York	FPE
• American Educational Research Association Washington, D.C.	E
• National Association of Women Deans, Administrators, and Counselors Philadelphia, Pennsylvania	FP
• Adult Student Personnel Association New York, New York	FP
• American Association of Community and Junior Colleges Seattle, Washington	FE
• National Association of Public Continuing and Adult Education, Region I Newport, Rhode Island	FP
• National University Extension Association San Juan, Puerto Rico	FP
• New England Educational Research Association Provincetown, Massachusetts	FP
• American Society for Training and Development Las Vegas, Nevada	FP
• National Association of Trade and Technical Schools Chicago, Illinois	FE
• Illinois Humanities Council, Illinois Commission on the Status of Women, and Western Illinois University Peoria, Illinois	PE
• Second National Conference on Open Learning and Nontraditional Studies Arlington, Virginia	FP

To secure press coverage, the staff mailed about 600 copies of the red brochure to people in the mass media, submitted brief promotional pieces, and supplied information by phone and personal letters. These efforts have led to the Project's being mentioned in a variety of publications, such as the following:

- Inform, National Career Information Center, American Personnel and Guidance Association, March 1975
- Glamour ("How to Get More From Your Job"), April 1975
- Personnel and Guidance Journal ("Programs for Adults" by Nancy R. Schlossberg), American Personnel and Guidance Association, May 1975
- AEC News, National Adult Education Clearinghouse, June 1975
- Adult and Continuing Education Today, Today Publications and News Service, June 9, 1975
- Channels, National Public Relations Council, June 15, 1975
- Adult Education Clearinghouse, Montclair State College, June 1975
- Information, National Institute of Education, Spring 1975
- EDC News, Education Development Center, Spring 1975
- Moneysworth ("Would-be Working Mothers Get Help" by Joseph Jordan), September 15, 1975
- The Directory of Special Projects for Minority Group Members, 1975
- American Vocational Journal, American Vocational Association, September 1975
- Newspapers around the country due to an article by Patricia McCormack syndicated by United Press International (UPI), Summer and Fall of 1975

This publicity, in turn, led to telephone interviews about the Project being carried on radio in Massachusetts, Florida, and California. It has also helped create enough interest among both free-lance journalists and regular writers for other publications that the Project will be mentioned in additional articles in late 1975 and early 1976.

Responses to Inquiries + NTES

During the first eleven months of 1975, the Project received over 3,100 requests for information, materials, or personal assistance in educational and career planning. These requests have ranged from simple to technical to heart-rending. About 240 of them were received by telephone; the rest were about evenly divided between order cards (from the red brochure) and letters. This has meant that the Project staff responded to approximately

290 people a month by mail. Because many of these people were sent several items, such as sets of publications followed by letters and review forms, the average number of mailed responses per month was roughly 650. (These figures do not include the numbers involved in the mass mailing of the red brochure.)

Copies of the Project's ten major publications were sent to over 1450 people in the United States, Canada, and other countries. Reflecting the diverse markets for the Project's materials, these people have included librarians, career planners, women's center directors, researchers, counselors, employment specialists, and college administrators. In terms of the categories mentioned earlier, they were distributed to individuals in the following areas:

• Counseling, psychology, and mental health	22%
• Education	45%
• Governmental agencies (other than Labor), legislators, and foundations	1%
• Manpower, business and labor groups, both public and private	4%
• Media and publications (other than women's publications	2%
• Women's groups, centers, studies, and publications	13%
• All others (including libraries and research groups)	13%

The people who received Project publications during the Summer of 1975 were also sent review forms for evaluating the material's content, format, applicability, and marketability; the results of which are discussed later in this section.

Many inquiries were generated as a result of the national publicity described earlier. For example, the article in Glamour, "How to Get More From Your Job," in April of 1975 mentioned the Project's Report of Fifty

Selected Centers Offering Career Counseling Services for Women. As a result, the Project sent over 75 copies of the study to interested individuals.

Patricia McCormack's UPI syndicated article began appearing in several newspapers throughout the country in the Summer of 1975. The article which generally appeared under the title "Job Counseling by Phone for Trapped Housewives" discussed the elements of the Career Counseling Service and gave examples of how the Project helped individual clients. Nearly 500 letters resulted from this article. Because the Project lacked sufficient resources to answer each inquiry with a personal letter, three kinds of responses were prepared. About 250 people who asked for "more information" were sent the red brochure. The nearly 200 people who asked for individual counseling assistance were sent letters explaining why the Project was unable to provide such counseling by mail. In addition, they were sent a career development checklist which outlined the process of career decision making, identified the steps they could take to locate career counseling services in their community, and provided an annotated reading list of important resources for career development. The remaining letters were from people interested in using materials or establishing a similar project. These individuals were sent personal letters, the descriptive brochures, and, in some instances, one or more of the Project's major publications.

Because this procedure worked so well for the UPI article, the same approach was used for responses to the Moneysworth story, "Would-be Working Mothers Get Help." In this instance, 35 people were sent the red brochure, about the same number were sent the career development checklist, and about 15 received personal letters with appropriate enclosures.

In addition to the specific responses described thus far, personal letters and descriptive materials were also sent to approximately 760

individuals inquiring about the Project or requesting personal assistance. Even now, dissemination efforts cannot be terminated since requests from many sources are arriving daily and will continue to be answered as long as staff is available to provide responses.

Review of Project Publications

As mentioned earlier, ten major publications were prepared by the Project for national dissemination. As prototypes, they were designed to inform people about the Model and share the Project's experiences, techniques, procedures, and findings with potential adaptors. A firm of design consultants was retained to recommend a format which would be appealing, attractive, and economical.

Recipients of these publications were asked to complete review forms to evaluate content, format, applicability, and marketability. The discussion which follows presents the results of this review process. For the purposes of convenience, the five "how-to" manuals describing each major component of the Project will be referred to as "manuals." The bibliographies of career-related materials and the four client-centered booklets will be called "independent products" or "products." When the review concerns all ten documents, they will be referred to as "publications."

The Manuals

An integral part of the Project's dissemination efforts was the production of five prototype manuals, one for each of the Project's major components. The titles of each of the manuals, which are described in summary form in Appendix A, are as follows:

Component	Title of Manual
Outreach	Attracting Clients to Service-Oriented Programs
Counseling	Designing and Operating a Career Counseling Service for Adults
Resource Center	Establishing and Operating a Career Resource Center for Adults
Information Unit	Developing Career-Related Materials for Use with and by Adults
Research and Evaluation	Integrating Research and Evaluation into the Operation of Service-Oriented Programs

In order to determine reviewers' perceptions of the effectiveness of these five manuals and to gauge their interest in adapting ideas from the Model, the staff prepared publication review forms to be sent to people who received the manuals. These publication review forms, which are presented in Appendix B, included sections for an evaluation of the five manuals as a set as well as an evaluation of each specific manual received.

Other than NIE and EDC employees, everyone whose order for review copies was received by September 5, 1975, was sent the appropriate forms, along with a postage-paid return envelope. Although the staff continued to fill orders for publications until the supplies were exhausted, contract deadlines made it impractical to send review forms after this date. In all, 860 sets of review forms were mailed and 170 were returned, for a response rate of 19.8%. Follow-up interviews and correspondence have suggested that the response rate might well have been higher had it been possible to send the forms during the academic year rather than during the summer. Also, it should be noted that this report reflects data only from those forms received by October 31, 1975. The following section will describe the reviewers' overall and specific reactions to the five manuals.

Who Reviewed the Manuals?

A total of 86 men and 86 women reviewed the manuals. In one instance, three reviewers collaborated on their replies. The 170 responses came from 37 states, the District of Columbia, and one Canadian province. Nearly half of the responses (47%) came from seven populous states: New York (12%), California (7%), Connecticut (6%), New Jersey (6%), Pennsylvania (6%), Massachusetts (5%), and Florida (5%). No other geographic units accounted for more than six responses (3.5%).

For purposes of analysis, the 170 reviewers were divided into three categories: Counseling, which included everyone involved in counseling, career planning and placement, student development, and related areas; Education, which included everyone affiliated with an educational group or institution whose primary function was not related directly to counseling; and Miscellaneous, or those people who did not fit into the other two categories. There were 92, 60, and 18 people, respectively, in the three categories.

Responses to all questions on the review form were cross-tabulated by these categories in order to determine any variation in perception by category of respondent. The results indicated that there were extremely few differences among the three group's responses. Therefore, except for instances where the differences were noteworthy, this report will reflect only the total percentages.

This lack of variation could well be attributed to the fact that over three-fourths (76%) of the respondents were affiliated with an educational institution or organization. Of the total number, over half (53%) were associated with universities or community colleges. Seven percent were affiliated with high schools, and another 16% worked for departments or boards of education or closely related groups.

The review form included a section for reviewers to record the number of persons served per year by their organization or agency. Data are available for 137 of the 170 reviewers, as presented below.

Clients Served per Year	Number of Respondents	Percentage of Respondents
1 - 999	31	23
1,000 - 2,499	27	20
2,500 - 4,999	23	17
5,000 - 9,999	18	13
10,000-- 14,999	12	9
15,000 +	26	19
TOTAL	137	100%

As the table above indicates, nearly one-fourth (23%) of the respondents indicated that their agency or organization served fewer than a thousand people a year, with one-fifth (20%) serving between 1,000 and 2,500 people a year. At the other extreme, almost one out of five respondents (19%) were affiliated with organizations which served more than 15,000 persons a year.

What Were Reviewers' Overall Reactions to the Manuals?

A number of questions on the review form attempted to elicit an overall reaction to the complete set of manuals. Two of the questions were addressed to the reviewers' perceptions of the applicability of the manual content to their situation and their degree of interest in trying any of of the procedures or techniques presented in the manuals. The results are summarized below.

DEGREE OF APPLICABILITY			DEGREE OF INTEREST		
	Number of Respondents	Percentage of Respondents		Number of Respondents	Percentage of Respondents
Highly Applicable	64	43%	Extremely Interested	82	55%
Somewhat Applicable	76	51	Somewhat Interested	56	38
Not at All Applicable	9	6	Not at All Interested	10	7
TOTAL	149	100%	TOTAL	148	100%

The results presented above leave little doubt that the set of manuals was perceived as being both applicable and interesting to those who responded to the questions. The overwhelming majority (94%) of respondents indicated that the manuals were either highly applicable or somewhat applicable to their situations, with only 6% indicating that the manuals were not at all applicable. When asked how interested they were in trying any of the procedures or techniques presented in the manuals, 55% said they were extremely interested, 38% said they were somewhat interested, and 7% reported no interest at all.

When asked to identify the specific procedures or techniques from the manuals that they were interested in using in their own situations, 127 of the 170 reviewers responded. Of this number, a substantial minority (13%) said they were interested either in the Model as a whole or in elements which cut across the components of the Model. In terms of component-specific remarks made to this open-ended question, over one-half (56%) of the respondents indicated an interest in procedures or techniques from the Counseling

manual, with counselor training and supervision, the concept of career counseling by telephone, and the use of paraprofessional counselors being cited most frequently. Concepts and ideas from the Outreach manual were mentioned by 42% of the respondents, with advertising techniques and the use of radio and television to attract clients cited most often. Ideas and techniques from the Resource Center manual were identified by 39% of the respondents, with procedures for establishing and operating such a center and the bibliographies of career-related materials being cited most frequently. Concepts and procedures from the Information Unit manual were cited by 39% of those who responded, with the development of educational, training, and supportive service directories mentioned most frequently. Nearly one-third (31%) of the respondents mentioned an interest in procedures or techniques from the Research and Evaluation manual, with the approach to evaluating a career education program and specific evaluation forms and data collection instruments cited most often.

Reviewers were then asked if they thought they could apply the procedures and techniques presented in the manuals to their own situations by using only the manuals themselves. Of the 137 out of 170 who responded to this question, over one-half (55%) indicated that they felt they could do so, with the remainder (45%) indicating that they felt they could not.

The final question in the overall evaluation section of the review form ("If not, what other kinds of assistance would you need in order to apply the procedures and techniques described in the manuals?") had been intended as a probe to learn why people had responded negatively to the previous question. However, 100 out of the 170 reviewers (59%) responded to the question. The overriding need expressed was for more funding, mentioned by 85% of those replying to this question. The needs for support

from administration and for space were mentioned, respectively, by 41% and 40% of those who responded. Other kinds of assistance mentioned fairly frequently by those who responded to this question were needs for training (26%), technical assistance from the Project staff (25%), more publications from sources other than the Project (24%), more Project publications (21%), and the Project film (14%).

Did the Content of the Manuals Meet Reviewers' Expectations?

As mentioned previously, there were a total of 170 publication review forms returned to the Project by those who reviewed the manuals. Since not all persons received all of the manuals, the number of people reviewing each specific manual was less than this total, as shown below:

Outreach	100
Counseling	118
Resource Center	111
Information Unit	101
Research and Evaluation	96

In addition to the fact that not all reviewers reviewed all of the manuals, it is important to note at the outset that not all reviewers answered all of the questions on each of the publication review forms. Depending on the specific question, the number of reviewers not responding ranged from a low of 1% to a high of 17%. There was a marked tendency for reviewers to complete the Outreach manual's review form more completely than the others, no doubt because it was the first form to be completed by reviewers. The average number of non-respondents for questions on the review form was 3% for the Outreach manual, and 8%, 7%, 11%, and 7%, respectively, for the Counseling, Resource Center, Information Unit, and Research and Evaluation manuals. The data for each of the research questions will be

presented and discussed in terms of the number of persons responding to each question on the publication review forms.

The first question on the review form asked reviewers to indicate the extent to which the content of the manuals met their expectations. The data relevant to this question are summarized below:

	DID MANUAL MEET YOUR EXPECTATIONS?					
Manuals	Much More than Expected	Somewhat More	Exactly as Expected	Somewhat Less	Much Less	Number of Respondents
Outreach	47%	41%	7%	4%	0%	97
Counseling	39	39	15	6	1	107
Resource Center	29	46	18	5	2	102
Information Unit	30	39	16	13	1	92
Research and Evaluation	24	47	17	11	1	89
ALL MANUALS	34%	43%	15%	8%	1%	487

Inspection of the table above indicates that, across all five manuals, over three-fourths (77%) of the respondents said that the manuals contained more than they expected, with 34% saying that they contained much more and 43% saying they contained somewhat more than they expected. While 15% said that the manuals contained exactly what they expected, 8% said they contained somewhat less, and only 1% said they contained much less than expected.

In terms of individual variation among the manuals, a higher percentage of respondents (88%) indicated that the Outreach manual contained more than was expected, followed by Counseling (78%), Resource Center (75%), Research and Evaluation (71%), and Information Unit (69%).

Reviewers were also asked to explain their responses to the question about expectations. For all five manuals, respondents tended to comment

most frequently on the thoroughness, comprehensiveness, scope, and unexpected amount of detail in the manuals. In addition, they frequently commented on the practical, realistic, jargon-free approach of the manuals. In terms of individual comments made about the manuals, reviewers of the Resource Center manual frequently commented on the bibliography of career-related resources, while Outreach manual reviewers frequently mentioned examples of scripts, storyboards, and copy samples for ads. In the Counseling manual, respondents frequently mentioned the utilization and training of paraprofessionals, while in the Information Unit manual, they tended to mention the forms and instructions for compiling information about local resources. In the Research and Evaluation Manual, respondents often mentioned the discussion and display of data collection procedures and instruments.

How Did Reviewers Evaluate the Content of the Manuals?

A number of questions on the publication review form were related to reviewers' perceptions of the content of the manuals. The results for three important aspects of content -- comprehensiveness (number of topics covered), depth (amount of detail provided), and originality-innovativeness -- are presented in separate tables on the following page.

When asked to evaluate the comprehensiveness of the manuals, over three-fourths of the respondents (78%) indicated that the set of manuals contained the right number of topics. Less than one in ten (8%) thought that the manuals tended in the direction of being too narrow in scope or including too few topics, with 14% saying that the manuals tended to be too broad or include too many topics. There was very little variation in respondents' reactions to the specific manuals, with the exception of a tendency for the Research and Evaluation manual to be rated somewhat more often as tending in the direction of being too broad in scope.

COMPREHENSIVENESS -- NUMBER OF TOPICS COVERED

Manuals	(1) Too Many/ Too Broad	(2)	(3) Right Number	(4)	(5) Too Few/ Too Narrow	Number of Respondents
Outreach	1%	11%	82%	4%	1%	97
Counseling	0	10	83	5	2	109
Resource Center	2	11	80	7	1	105
Information Unit	2	14	74	5	4	93
Research and Evaluation	0	21	69	5	5	92
ALL MANUALS	1%	13%	78%	5%	3%	496

DEPTH -- AMOUNT OF DETAIL PROVIDED

Manuals	(1) Too Much	(2)	(3) Right Amount	(4)	(5) Too Little	Number of Respondents
Outreach	2%	16%	72%	6%	3%	96
Counseling	2	9	82	5	3	111
Resource Center	2	11	71	14	2	104
Information Unit	5	13	70	5	7	93
Research and Evaluation	1	13	70	13	3	92
ALL MANUALS	2%	12%	73%	9%	3%	496

ORIGINALITY -- INNOVATIVENESS

Manuals	(1) Extremely Original	(2)	(3) Somewhat Original	(4)	(5) Not at All Original	Number of Respondents
Outreach	29%	38%	27%	6%	0%	97
Counseling	14	36	40	8	2	109
Resource Center	14	30	33	12	11	100
Information Unit	23	29	37	6	6	91
Research and Evaluation	16	38	36	8	3	90
ALL MANUALS	19%	34%	35%	8%	4%	487

In terms of depth, or the amount of detail provided by the manuals, approximately three out of every four respondents (73%) said that the set of five manuals contained the right amount of depth and detail, with the remainder saying that they tended to contain too much (14%) or too little (12%) detail. Once again, there was slight variation in respondents' reactions to the individual manuals, with the exception of a tendency for the Counseling manual to be rated more often than the other manuals as containing the right amount of detail.

When asked to rate the originality or innovativeness of the manuals, about nine out of ten (88%) respondents reviewed the set of manuals as being at least somewhat original, with the remainder (12%) saying that the publications tended in the direction of being not at all original. In terms of variation among the respondents' reactions to the individual manuals, there was a noticeable tendency for the Resource Center manual to be rated less often than the other manuals as at least somewhat original and also a tendency for the Outreach and Information Unit manuals to be rated as extremely original more often than the other three.

Reviewers were also asked to evaluate the manuals in terms of both the number as well as the usefulness of the samples and examples used in the publication. The results are presented below:

NUMBERS OF SAMPLES AND EXAMPLES

Manuals	(1) Too Many	(2)	(3) Right Number	(4)	(5) Too Few	Number of Respondents
Outreach	1%	19%	76%	2%	2%	97
Counseling	2	9	78	8	3	111
Resource Center	3	12	74	10	1	101
Information Unit	7	15	71	6	1	91
Research and Evaluation	3	14	76	5	1	92
ALL MANUALS	3%	14%	75%	6%	2%	492

Manuals	USEFULNESS OF SAMPLES & EXAMPLES (1) Highly Useful	(2)	(3) Adequate	(4)	(5) Not at All Useful	Number of Respondents
Outreach	59%	24%	15%	2%	0%	99
Counseling	43	26	23	6	1	111
Resource Center	39	27	28	5	1	100
Information Unit	52	19	19	7	2	94
Research and Evaluation	50	20	24	3	2	93
ALL MANUALS	49%	24%	22%	5%	1%	497

Inspection of the table reveals that three-fourths (75%) of the respondents rated the set of manuals as containing the right number of samples and examples, 17% said that the manuals tended in the direction of too many, and the remainder (8%) indicated a tendency in the direction of too few samples and examples. There was only minor variation in the respondents' reactions to the individual manuals on this question.

In terms of reviewers' ratings of the usefulness of samples and examples used in the manuals, slightly less than three-fourths (73%) of the respondents found them at least somewhat useful, with almost one-half (49%) rating them to be highly useful. Slightly more than one out of five (22%) reviewers rated the samples and examples as adequate, with the remainder saying that they were either not very useful (5%) or not useful at all (1%). There was a tendency for the samples and examples in the Outreach, Information Unit, and Research and Evaluation manuals to be rated more often as being highly useful than in the other two manuals.

Reviewers were also asked to indicate the topics they thought should be added and deleted or covered in greater or lesser detail in the manuals.

For the most part, respondents didn't answer the question, said they couldn't think of anything to say, or indicated that the manuals were fine as they were. When reviewers did respond, they tended to want more information on such matters as funding and costs of operation. In terms of the Outreach manual, the other most frequent requests were for more information on dealing with community groups and on collateral products, such as brochures, flyers, posters, and bookmarks. Reviewers of the Counseling manual suggested more information on counselor training, supervision, and staff development. In terms of the Resource Center manual, there were some requests for more information on finding and using community and commercial career-related resources. Reviewers of the Information Unit manual suggested more information on creating materials, using community resources, and building an information base. Reviewers of the Research and Evaluation manual suggested more coverage on needs assessment strategies, alternative approaches to evaluation, and how research data was used to improve the counseling service.

Across all the manuals there were very few suggestions when reviewers were asked what should be deleted or covered in less detail. Some reviewers of the Information Unit manual suggested that less detail could have been given to the section on developing directories of community resources, with some reviewers of the Research and Evaluation manual suggesting that the data collection forms be eliminated or moved to other sections of the manual. Some reviewers of the Resource Center manual suggested less detail on the ERIC System and on the mechanics of setting up files and circulation procedures.

Reviewers were also given an opportunity to make additional comments about the content of the manuals. Although most reviewers did not reply to

this question (the percentage of respondents ranged from about one-third to one-half of the reviewers), those who did generally made highly favorable comments about the manuals. The table below illustrates the types of additional comments made for the five manuals.

Outreach	"down to earth, useful information" a "blueprint" for ideas and procedures "a whole journalism degree in 45 pages" reservations about costliness "exciting, well written"
Counseling	"very good model" "will be a great help in planning for the future" "well organized and presented" procedures based on "well-founded principles" "well documented, very informative"
Resource Center	"comprehensive and very well written" "valuable bibliography" reservations about costliness contained "good ideas" "most helpful" appendices
Information Unit	"very comprehensive" "an excellent guide" "easily understood" reservations about "overwhelming amount" of detail "well-defined"
Research and Evaluation	an "excellent" manual "very important" particularly liked the appendix "well-handled" "succinct"

How Did Reviewers Evaluate the Presentation of the Manuals?

In addition to content, an important purpose of the publication review form was to determine reviewers' perceptions of a number of areas related to the presentation of the manuals. The results for three important aspects of presentation -- clarity of language, layout, and ease of reading and

understanding -- are presented in separate tables below:

In general, the results indicate that reviewers found the language to be clear, the layout to be attractive, and the manuals easy to read and understand in their present form. When asked to evaluate the manuals in terms of the clarity of their language, over three-fourths (77%) of the respondents found the language to be more than acceptable, with nearly one-half (46%) saying that the language was extremely clear. One out of five (20%) respondents found the language to be acceptable and a small number (3%) said that the manuals tended to be unclear. Only one out of the 484 people responding to the question said that the language of the manuals was extremely unclear.

CLARITY OF LANGUAGE

Manuals	(1) Extremely Clear	(2)	(3) Acceptable	(4)	(5) Extremely Unclear	Number of Respondents
Outreach	60%	23%	15%	1%	0%	98
Counseling	53	33	12	2	0	108
Resource Center	25	38	31	6	1	104
Information Unit	49	26	24	1	0	88
Research and Evaluation	44	33	19	5	0	86
ALL MANUALS	46%	31%	20%	3%	0%	484

LAYOUT

Manuals	(1) Extremely Attractive	(2)	(3) Acceptable	(4)	(5) Extremely Unattractive	Number of Respondents
Outreach	35%	40%	19%	4%	2%	98
Counseling	27	39	29	6	0	108
Resource Center	25	38	31	6	1	104
Information Unit	28	36	29	7	1	87
Research and Evaluation	23	36	38	2	1	88
ALL MANUALS	27%	38%	29%	5%	1%	485

Manuals	HOW EASY TO READ AND UNDERSTAND? (1) Extremely Easy	(2)	(3) Acceptable	(4)	(5) Extremely Difficult	Number of Respondents
Outreach	56%	17%	22%	2%	0%	98
Counseling	49	28	19	4	0	108
Resource Center	47	18	30	5	0	103
Information Unit	46	26	19	6	2	84
Research and Evaluation	46	30	16	7	1	87
ALL MANUALS	49%	24%	22%	5%	1%	480

In terms of individual variation among the manuals, 60% of the respondents found the language of the Outreach manual to be extremely clear, followed by Counseling (53%), Information Unit (49%), Research and Evaluation (44%), and the Resource Center (25%).

In terms of layout, over one out of every four respondents (27%) said the set of manuals was extremely attractive, while 38% said the manuals were somewhat attractive or more than acceptable in terms of attractiveness. Just under three out of every ten (29%) respondents found the layout of the manuals to be acceptable, and one out of twenty (5%) thought the layout tended in the direction of being unattractive. Only 1% considered the layout to be extremely unattractive.

Despite the fact that the layout of the manuals was very similar, there was some variation in the reviewers' ratings of attractiveness of the individual manuals. A higher percentage of respondents (35%) found the layout of the Outreach manual to be extremely attractive as compared with other manuals, which had from 23% to 28% of their respondents rating layout as extremely attractive.

When reviewers were asked how easy it was to read and understand the manuals in their present form, the results suggest that reviewers are quite satisfied with the manuals in regard to these aspects of presentation. One-half (49%) reported that the manuals were extremely easy to read and understand in their present form, while one-quarter (24%) found them to be somewhat easy or more than just acceptable. Slightly more than one out of five (22%) found the manuals to be acceptable and 5% found them to be somewhat difficult to read and understand in their present form. Only one out of the 480 respondents (1%) found any of the manuals extremely difficult to read and understand. In terms of individual variation, there was a tendency for the Outreach manual to be rated as extremely easy to read and understand more often than the other manuals.

Reviewers were also asked to evaluate the manuals on two other important aspects of presentation: the page size (the manuals are 11 x 14 inches in size), and the type of paper used (text printed on newsprint with heavier stock for the covers). In general, the results suggest that reviewers found the page size of the manuals to be too large and the type of paper to be desirable or adequate, as reflected in the tables below.

PAGE SIZE

Manuals	(1) Too Large	(2)	(3) Right Size	(4)	(5) Too Small	Number of Respondents
Outreach	49%	21%	30%	1%	0%	97
Counseling	52%	19	29	0	0	107
Resource Center	52	22	26	0	0	103
Information Unit	51	23	27	0	0	89
Research and Evaluation	47	23	31	0	0	88
ALL MANUALS	50%	21%	29%	0%	0%	484

Manuals	TYPE OF PAPER (1) Most Desirable	(2)	(3) Adequate	(4)	(5) Most Undesirable	Number of Respondents
Outreach	24%	20%	45%	9%	2%	96
Counseling	19	19	51	8	3	109
Resource Center	16	18	52	12	2	103
Information Unit	16	19	49	13	3	88
Research and Evaluation	14	23	49	10	5	88
ALL MANUALS	18%	20%	49%	10%	3%	484

With regard to the page size of the manuals, one-half (50%) of the respondents said they were too large, and another 21% felt they tended in that direction. A substantial minority (29%) thought the manuals were the right size, and almost nobody thought they were too small. There was minor variation in the respondents' reactions to the individual manuals on this question.

When asked about the desirability of printing the manuals on newsprint, 18% felt it was the most desirable type of paper to be used, with another 20% tending in that direction. One-half (49%) of the respondents thought that newsprint was adequate, with 10% finding it to be somewhat undesirable. A small number (3%) thought newsprint to be the most undesirable type of paper to be used. Despite the fact that newsprint was used in all of the manuals, there was a definite tendency for the Outreach manual to be rated higher in this regard than the other manuals.

Reviewers were also given an opportunity to make additional comments about the presentation of the manuals. Although most reviewers did not reply to this question (the percentage of respondents ranged from 27% to

41% of the reviewers), those who did generally made negative comments about the size of the manuals. When making comments about the manuals' size, reviewers used such words as "awkward," "unwieldy," and "bulky." Certainly the most colorful reaction was this comment from a reviewer of the Research and Evaluation manual: "Highly original, but awkward, unshelvable, unfileable, SOBing, oversize format is very disturbing and inconvenient." Another comment made with a fair amount of frequency by those responding to this question was related to a lack of contrast between the ink used for printing and the off-white newsprint paper stock.

Would Reviewers Recommend Purchase of the Manuals to Colleagues?

One additional method for ascertaining the reviewers' overall evaluation was to ask them to indicate how likely they would be to recommend the purchase of the manuals to a colleague. On this question, as with most previous questions on the publication review form, the results were generally quite favorable, as the following table illustrates.

	WOULD YOU RECOMMEND PURCHASE OF MANUAL?					
Manuals	(1) Definitely Yes	(2) Probably Yes	(3) Don't Know	(4) Probably No	(5) Definitely No	Number of Respondents
Outreach	51%	28%	11%	8%	2%	97
Counseling	51	32	7	8	3	106
Resource Center	56	28	10	5	1	97
Information Unit	46	31	7	10	7	88
Research and Evaluation	42	34	8	12	4	85
ALL MANUALS	49%	30%	9%	9%	3%	473

Inspection of the table above reveals that well over three-quarters (79%) of the respondents indicated that they would recommend the purchase of the manuals to a colleague, with 49% saying they definitely would and 30% indicating that they would probably do so. Slightly more than one in ten (12%) responded negatively to this question, with 3% saying they would definitely not make such a recommendation and 9% saying that they would probably not recommend the purchase of the manuals to a friend. There was some variation among the respondents' recommendations for the individual manuals, with a tendency for the Resource Center manual to receive more and the Research and Evaluation manual to receive fewer definitely positive answers. There was even less variation, however, when the two levels of positive answers (definitely and probably) were combined into an overall positive recommendation for the purchase of the individual manuals, as follows: Resource Center (84%), Counseling (83%), Outreach (79%), Information Unit (77%), and Research and Evaluation (76%).

Reviewers were asked two additional questions that are related to the question of whether or not they would recommend the purchase of the manuals to a colleague. They were asked what they felt would be a reasonable charge for selling copies of the manuals and to which types of people or agencies they would most likely recommend purchase.

When asked what they thought would be a reasonable charge should the manuals be produced for sale, approximately two-thirds of the reviewers responded to the question with the other one-third either not answering the question or indicating that they could offer no judgment on the matter. Overall, the average amount suggested as a charge for the manuals was $2.70. There was little variation among the respondents' recommendations, with a tendency for the Outreach manual to have a slightly lower recommended selling

price than the other manuals, as indicated below:

Manual	Recommended Selling Price
Outreach	$2.50
Counseling	$2.75
Resource Center	$2.80
Information Unit	$2.75
Research and Evaluation	$2.70

When asked to what types of people or agencies they would recommend the manuals, the reviewers generally mentioned people who were employed by educational institutions or public agencies. Counselors, librarians, placement specialists, program administrators, women's advocates, researchers, and graduate students were among the types of people identified. Counseling and placement services, adult education centers, women's centers, public and career libraries, public and private employment services, and a variety of other human service agencies were among the types of agencies identified by reviewers.

What Did Reviewers Like Most and Least About the Manuals?

Reviewers were also asked to indicate what they liked most and least about the manuals. In terms of the factors that they liked most, reviewers generally mentioned the comprehensiveness, thoroughness, or detail of the manuals. Also mentioned quite frequently were comments related to the clarity of expression, precision of writing, unpretentiousness of tone, and overall ease of readability. Mentioned somewhat less frequently, but still cited by a fair number of reviewers, were comments related to the lively and exciting format of the manuals, the practicality and usefulness of the techniques and procedures advocated by the manuals, and the use of examples and forms to explicate the text.

Individual manuals also tended to produce comments that were specifically related to the content or approach of the manual. In response to this question, for example, reviewers of the Resource Center manual frequently mentioned the appendices, which identified sources of occupational information and listed Resource Center subscriptions. Reviewers of the Research and Evaluation manual frequently mentioned the inclusion of actual data collection forms as the item they liked most.

When asked what they liked least about the manuals, from one-third to one-half of the reviewers responded, depending on the particular manual. Out of the factors identified by those who responded to the question, the page size of the manuals was by far the most frequently cited aspect liked least. Mentioned with less frequency were the newsprint stock on which the manuals were printed and the format, including the vertical presentation of the chapter titles and the contrast between ink and paper. Most of the negative comments were related to the presentation of the manuals, rather than their content. The negative comments made about the content of the manuals tended to be made by very small numbers of respondents and were often difficult to interpret. For example, roughly the same proportion would say that a given manual was too detailed and too sketchy.

What Changes in the Manuals Did Reviewers Recommend Making?

The final question on the publication review form asked what changes, if any, should be made in the manuals before they were reprinted. Between 40% and 60% of the reviewers responded to the question, depending on the specific manual. Of those who responded, it was not surprising to find that about one-half recommended a reduction in the size of the manuals before reprinting. The suggestion to reduce size was the only consistently frequent response to this question. However, small but substantial numbers of

respondents thought that the manuals were fine as they were or recommended changes in the paper stock. Other suggestions made by small numbers of reviewers included binding the five booklets into one volume, eliminating or reducing the size of some photographs, modifying the layout in order to better utilize space, increasing the contrast between ink and paper, adding budgetary information, and, in general, making the manuals more durable.

The Independent Products

In addition to the manuals, the staff of the Career Education Project produced five additional products that could be used independently of the Project's particular approach to career counseling. The titles of these products, which are described in summary form in Appendix A, are as follows:

Women and the World of Work
Career Development Series
From Liberal Arts and Sciences (LAS) to Careers: A Guide
External Degree Study: A New Route to Careers
Bibliographies of Career-Related Materials

Even though these products were designed to be used independently of the Project's approach to counseling, most of the products (most notably the Career Development Series, and to a lesser extent Women and the World of Work, LAS, and External Degree Study) had their origins in products that were developed for use by clients and counselors of the Career Counseling Service.

In order to determine reviewers' perceptions of the effectiveness of these five products and to gauge their interest in adapting or adopting them for use with other populations in new service settings, the staff prepared product review forms which were very similar to those used for the manuals.

These forms, which are presented in Appendix B, included sections for an evaluation of each specific product received.

Because these five products were not available for distribution until several months after the manuals, the procedure followed for the manuals had to be slightly modified for them. In this instance, letters explaining the review process were not sent to those receiving products, and review forms for the first 640 individuals were mailed two rather than three weeks after the products were sent. The remaining reviewers received their products, review forms, and postage-paid return envelopes simultaneously.

Although the staff continued to fill orders for products, the schedule rendered it impractical to mail review forms after September 15, 1975. In all, 750 sets of forms were mailed and 114 returned, for a response rate of 15.2%. The following section will describe the reviewers' reactions to the five independent products.

Who Reviewed the Products?

As was the case with the manuals, three reviewers collaborated in completing the forms, resulting in a total of 60 men and 57 women reviewing the products. The responses reflected approximately the same geographic distribution as that for the manuals, with 43% coming from six states: New York (11%), California (10%), Massachusetts (6%), Connecticut (5%), New Jersey (5%), and Pennsylvania (5%). The remainder came from 28 other states and the District of Columbia.

Slightly over one-third (37%) of the responses to the products came from individuals who had also reviewed the manuals. The majority (63%), however, came from people who did not receive or evaluate the manuals.

Although the 114 principal reviewers in this group represented a wide variety of positions, they were divided into the same three categories used in the preceding section. There were 60 persons in the Counseling category, 43 in Education, and 11 in Miscellaneous. A cross-tabulation of responses by category of respondent revealed that there were minor variations among the three groups in their perceptions of the products. Therefore, only the total percentages will be reported except in those instances where the differences are noteworthy. As mentioned in the previous section, the lack of variation by category of respondent is probably due to the fact that over three-fourths of all respondents were affiliated with an educational institution or organization.

One other indication of the similarity between reviewers of the independent products and the manuals appears in the numbers of people served by their agency or organizations per year. Overall, 96 of the 114 reviewers responded to the question, as presented in the table below:

Clients Served per Year	Number of Respondents	Percentage of Respondents
1 - 999	21	22%
1,000 - 2,499	19	20
2,500 - 4,999	21	22
5,000 - 9,999	9	9
10,000 - 14,999	10	10
15,000 +	16	17
TOTAL	96	100%

Inspe tion of the table above reveals that nearly two-thirds (64%) of the respondents indicated that their agency or organization served fewer than 5,000 people per year, with about the same percentage serving, res-

pectively, under 1,000 people (22%), between 1,000 and 2,500 people (20%), and between 2,500 and 5,000 people (22%) a year. Slightly more than one-third (36%) indicated that their organizations served more than 5,000 people a year, with 19% serving between 5,000 and 15,000 people and 17% serving more than 15,000 people a year.

Did the Content of the Products Meet Reviewers' Expectations?

As mentioned previously, 114 completed forms were returned by reviewers of the products. The number of people reviewing each product was less than this total, since not everybody received all five of the products. The number of completed review forms for each of the products was as follows:

Women and the World of Work	80
Career Development Series	87
From Liberal Arts and Sciences (LAS) to Careers: A Guide	70
External Degree Study	60
Bibliographies	62

As with the manuals, not all of the questions were answered on each of the review forms. Therefore, the number of reviewers responding to any specific question may not total to the number of people who returned review forms. The data for each of the research questions will be presented and discussed in terms of the number of persons responding to each question on the product review forms.

Reviewers were asked to indicate the extent to which the content of the products met their expectations. As presented in the table on the next page, the set of independent products either met or exceeded the expectations of over nine out of every ten (92%) respondents.

Products	DID PRODUCT MEET YOUR EXPECTATIONS? Much More Than Expected	Somewhat More Than Expected	Exactly What was Expected	Somewhat Less than Expected	Much Less Than Expected	Number of Respondents
WOMEN AND THE WORLD OF WORK	32%	38%	25%	5%	0%	79
CAREER DEVELOPMENT SERIES	33	40	17	10	1	83
FROM LAS TO CAREERS: A GUIDE	28	41	22	10	0	69
EXTERNAL DEGREE STUDY	21	45	26	9	0	58
BIBLIOGRAPHIES	42	35	18	5	0	60
ALL PRODUCTS	31%	40%	22%	8%	0%	349

Inspection of the table above reveals that almost one-third (31%) of the respondents indicated that the products contained much more than they expected, with 40% saying that the products contained somewhat more than originally expected. While about one in five (22%) said that the products contained exactly what was expected, less than one in ten (8%) thought they contained somewhat less than expected. Only one out of the 349 respondents thought any of the products contained much less than was expected. Compared to the other products, a higher percentage of respondents (42%) thought that the Bibliographies contained much more than expected, and a lower percentage (21%) thought that External Degree Study contained much more than was originally expected.

When asked to explain their responses to the question about expectations, respondents tended to comment most frequently on the products' thoroughness, comprehensiveness, and breadth of coverage. In addition, they often mentioned the helpfulness of the practical suggestions and the unex-

pected amount of detail. In terms of comments about the individual products, reviewers of Women and the World of Work often applauded the section dealing with anti-discrimination laws, while reviewers of the Career Development Series and From LAS to Careers tended to mention the practical utility of the suggestions made or the high quality of the information presented. Reviewers of External Degree Study frequently mentioned the quality of the descriptions of such programs, while reviewers of the Bibliographies often commented on the helpfulness of the annotations and unexpected number of citations.

How Did Reviewers Evaluate the Content of the Products?

The publication review form included five questions which attempted to ascertain reviewers' perceptions of the content of the five products. The results of three important aspects of content -- comprehensiveness (number of topics covered), depth (amount of detail provided), and originality-innovativeness -- are presented in separate tables on the following page.

In terms of comprehensiveness, or the number of topics covered by the products, over three-fourths (78%) of the respondents said that the set of products contained the right number of topics. While a very small number (1%) said that the products were too broad in scope, 13% thought that they tended in that direction. Only one out of 345 respondents considered a product to be too narrow in scope, with 7% suggesting that they tended to cover too few topics or to be too narrow in scope.

When asked about the depth or the amount of detail provided by the products, 81% of the respondents said that the products provided the right amount of detail. About one in ten thought that the products contained either too much detail (1%) or tended in that direction (8%). A similar

COMPREHENSIVENESS -- NUMBER OF TOPICS COVERED

Products	(1) Too Many/ Too Broad	(2)	(3) Right Number	(4)	(5) Too Few/ Too Narrow	Number of Respondents
WOMEN AND THE WORLD OF WORK	1%	8%	83%	8%	0%	77
CAREER DEVELOPMENT SERIES	4	20	73	4	0	82
FROM LAS TO CAREERS: A GUIDE	0	13	77	10	0	69
EXTERNAL DEGREE STUDY	0	12	76	10	2	58
BIBLIOGRAPHIES	2	14	81	3	0	59
ALL PRODUCTS	1%	13%	78%	7%	0%	345

DEPTH -- AMOUNT OF DETAIL PROVIDED

Products	(1) Too Much	(2)	(3) Right Amount	(4)	(5) Too Little	Number of Respondents
WOMEN AND THE WORLD OF WORK	0%	4%	86%	9%	1%	76
CAREER DEVELOPMENT SERIES	2	10	71	15	2	83
FROM LAS TO CAREERS: A GUIDE	0	10	77	13	0	69
EXTERNAL DEGREE STUDY	0	10	85	2	3	58
BIBLIOGRAPHIES	3	5	88	3	0	59
ALL PRODUCTS	1%	8%	81%	9%	1%	345

ORIGINALITY -- INNOVATIVENESS

Products	(1) Extremely Original	(2)	(3) Somewhat Original	(4)	(5) Not at All Original	Number of Respondents
WOMEN AND THE WORLD OF WORK	13%	38%	42%	8%	0%	77
CAREER DEVELOPMENT SERIES	16	35	43	4	2	82
FROM LAS TO CAREERS: A GUIDE	17	36	39	7	0	69
EXTERNAL DEGREE STUDY	16	35	41	7	2	58
BIBLIOGRAPHIES	9	30	47	14	0	57
ALL PRODUCTS	14%	35%	42%	8%	1%	343

proportion of respondents suggested that the product provided too little detail (1%) or erred in the direction of providing too little depth of coverage.

When asked to evaluate the originality or innovativeness of the products, 91% of the respondents considered the products to be at least somewhat original, with the remainder saying that they were not at all original (1%) or tending to be not very original (8%).

In terms of these three aspects of content, there was minor variation among the reviewers' perceptions of the individual products. Compared to the other products, for example, reviewers tended more often to view the Career Development Series as being either too broad in scope or tending in the direction of covering too many topics.

Reviewers also evaluated the products in terms of both the number as well as the usefulness of the samples and examples used. These questions were not appropriate for the Bibliographies, since the product contained no samples or examples. The data relevant to these questions are presented below:

	NUMBER OF SAMPLES AND EXAMPLES					
Products	(1) Too Many	(2)	(3) Right Number	(4)	(5) Too Few	Number of Respondents
WOMEN AND THE WORLD OF WORK	1%	4%	86%	8%	1%	76
CAREER DEVELOPMENT SERIES	0	10	76	11	4	83
FROM LAS TO CAREERS: A GUIDE	1	13	80	4	1	69
EXTERNAL DEGREE STUDY	0	11	80	7	2	54
BIBLIOGRAPHIES	NA	NA	NA	NA	NA	NA
ALL PRODUCTS	1%	9%	80%	8%	2%	282

Products	USEFULNESS OF SAMPLE AND EXAMPLES (1) Highly Useful	(2)	(3) Adequate	(4)	(5) Not at All Useful	Number of Respondents
WOMEN AND THE WORLD OF WORK	43%	20%	36%	1%	0%	77
CAREER DEVELOPMENT SERIES	47	28	23	2	0	83
FROM LAS TO CAREERS: A GUIDE	49	22	26	3	0	69
EXTERNAL DEGREE STUDY	31	24	40	3	2	58
BIBLIOGRAPHIES	NA	NA	NA	NA	NA	NA
ALL PRODUCTS	43%	23%	31%	2%	0%	287

In terms of the number of samples and examples, 80% of the respondents said that the four products contained the right number, with one in ten saying that they contained too many (1%) or somewhat too many (9%) samples and examples. The same proportion, one in ten, thought that the four products contained too few (2%) or somewhat too few (8%) samples and examples.

When asked to evaluate the usefulness of samples and examples used in the four products, two-thirds (66%) of the respondents found them to be useful, with 43% saying that they were highly useful and 23% indicating that they were somewhat useful. Slightly less than one-third (31%) thought that the samples and examples were adequate in their usefulness, while 2% indicated that they tended to be not very useful. Only one out of the 287 respondents said that the samples and examples used in the four products were not at all useful.

There was minor variation in the respondents' ratings of the individual products in these two questions, with the exception of a tendency for Exter-

nal Degree Study to be less often rated as containing highly useful examples.

Reviewers were also asked to indicate the topics they thought should be added and deleted or covered in greater or lesser detail in the products. In response to the question about what should be added, between one-half and two-thirds of the reviewers responded, depending on the product. Of those who responded, the most frequent response was that the products were fine as they were and should have nothing added to them. For three products (Women and the World of Work, Career Development Series, and From LAS to Careers), the most frequent suggestion was for more information on self-assessment. For External Degree Study, reviewers asked for more information on schools offering external degree programs and how such degrees can be "put to work." In the case of the Bibliographies, no single topic was suggested by more than one respondent.

When asked to indicate the topics that should be deleted or covered in less detail, reviewers tended to not answer the question (27% to 36% responded) or indicate that the products were fine as they were written. There seemed to be no consistent pattern to the very few suggestions that were made in response to this question.

Reviewers were also asked to indicate the type and ages of people for whom the products would be appropriate. Not surprisingly, respondents generally mentioned adults and late adolescents, particularly those beginning or returning to school or work. Reviewers of Women and the World of Work quite naturally suggested that it was especially appropriate for women, although some suggested it would be useful for men as well. This product, as well as Career Development Series, From LAS to Careers, and External Degree Study, were deemed especially appropriate for those seeking help

(i.e., students or clients), but some felt they would also be appropriate for helpers, such as counselors and teachers. The reviewers of the Bibliographies suggested that it was especially appropriate for use with counselors, teachers, and librarians, but some felt it also could be useful with students or clients.

In the space provided for additional comments about the products, reviewers tended either to not comment at all or to make favorable comments about the five products. Comments such as "well done," "excellent," or "good job" were the most frequent.

How Did Reviewers Evaluate the Presentation of the Products?

In addition to content, the product review form asked for reviewers' reactions to the presentation of the products. The results for three important aspects of presentation -- clarity of language, layout, and ease of reading and understanding -- are presented in separate tables on the following page.

In terms of these three aspects of presentation, the results indicate that reviewers were quite favorable. In general, they said that the products were clearly written, had an attractive layout, and were easy to read and understand in their present form.

When asked about clarity of language, 80% found the products to be extremely clear (51%) or somewhat clear (29%), with one out of five (20%) saying the clarity of language was acceptable. A very small number (1%) of reviewers said that the language of the products tended to be unclear, and none of the respondents said it was extremely unclear. There was minor variation among the manuals on this dimension of presentation.

CLARITY OF LANGUAGE

Products	(1) Extremely Clear	(2)	(3) Acceptable	(4)	(5) Extremely Unclear	Number of Respondents
WOMEN AND THE WORLD OF WORK	53%	30%	17%	0%	0%	70
CAREER DEVELOPMENT SERIES	47	30	22	1	0	79
FROM LAS TO CAREERS: A GUIDE	53	36	11	0	0	64
EXTERNAL DEGREE STUDY	50	24	26	0	0	54
BIBLIOGRAPHIES	51	22	26	2	0	55
ALL PRODUCTS	51%	29%	20%	1%	0%	322

LAYOUT

Products	(1) Extremely Attractive	(2)	(3) Acceptable	(4)	(5) Extremely Unattractive	Number of Respondents
WOMEN AND THE WORLD OF WORK	30%	33%	31%	6%	0%	70
CAREER DEVELOPMENT SERIES	33	38	19	9	1	79
FROM LAS TO CAREERS: A GUIDE	20	41	34	3	2	64
EXTERNAL DEGREE STUDY	19	30	43	7	2	54
BIBLIOGRAPHIES	11	27	55	7	0	55
ALL PRODUCTS	24%	34%	35%	7%	1%	322

HOW EASY TO READ AND UNDERSTAND?

Products	(1) Extremely Easy	(2)	(3) Acceptable	(4)	(5) Extremely Difficult	Number of Respondents
WOMEN AND THE WORLD OF WORK	49%	34%	13%	4%	0%	70
CAREER DEVELOPMENT SERIES	45	26	27	3	0	78
FROM LAS TO CAREERS: A GUIDE	45	29	23	3	0	62
EXTERNAL DEGREE STUDY	41	24	28	7	0	54
BIBLIOGRAPHIES	40	22	35	4	0	55
ALL PRODUCTS	44%	27%	25%	4%	0%	319

One-fourth (24%) of the respondents thought that the layout of the products was extremely attractive, while another one-third (34%) said that it tended in that direction. Slightly more than one-third (35%) considered the layout to be acceptable, with the remainder suggesting that it was extremely unattractive (1%) or tending in that direction (7%). With the exception of the Bibliographies, the layout of the products was virtually the same. Despite this fact, there was a tendency for the Career Development Series and Women and the World of Work to be more frequently rated as extremely attractive in layout. In addition, there was a tendency for the Bibliographies to be less frequently considered as extremely attractive by respondents.

When asked how easy the products were to read and understand, seven out of ten (71%) respondents said they were extremely easy (44%) or somewhat easy (27%) to read and understand. One-fourth (25%) said they were acceptable in this regard, and the remainder said they were somewhat difficult to read and understand (4%). None of the respondents rated the products as extremely difficult in response to this question. There was minor variation among the products on this question, with a tendency for Women and the World of Work to be rated more favorably than the other products.

Reviewers were also asked to evaluate the products on page size (11 x 14 inches in size, except for the Bibliographies, which were 6½ x 10½ inches) and the type of paper used (newsprint). The results are summarized on the next page.

With the exception of the small size Bibliographies, respondents thought that the size of the pages was too large. Eight out of ten (81%) reviewers of the Bibliographies considered the pages to be the right size. For the four other products, the percentage of respondents who considered the page

PAGE SIZE

Products	(1) Too Large	(2)	(3) Right Size	(4)	(5) Too Small	Number of Respondents
WOMEN AND THE WORLD OF WORK	59%	17%	23%	1%	0%	70
CAREER DEVELOPMENT SERIES	58	17	24	1	0	79
FROM LAS TO CAREERS: A GUIDE	59	11	30	0	0	64
EXTERNAL DEGREE STUDY	56	13	32	0	0	54
BIBLIOGRAPHIES	7	5	81	4	4	57
ALL PRODUCTS	49%	13%	36%	1%	1%	324

TYPE OF PAPER

Products	(1) Most Desirable	(2)	(3) Adequate	(4)	(5) Most Undesirable	Number of Respondents
WOMEN AND THE WORLD OF WORK	11%	11%	61%	10%	6%	70
CAREER DEVELOPMENT SERIES	9	17	62	6	6	79
FROM LAS TO CAREERS: A GUIDE	5	19	65	5	6	63
EXTERNAL DEGREE STUDY	7	15	61	11	6	54
BIBLIOGRAPHIES	7	7	72	9	5	57
ALL PRODUCTS	8%	14%	64%	8%	6%	323

to be the right size ranged from 23% to 32%. Similarly, 7% of the respondents to the Bibliographies considered the pages to be too large, whereas 56% to 59% of the respondents to the other products said the pages were too large.

In terms of the type of paper used to print the products, almost two-thirds (64%) said it was adequate, with 8% considering newsprint to be the most desirable type of paper and 14% finding it to be somewhat desirable. Eight percent of the respondents considered newsprint to be a somewhat undesirable type of paper and 6% considered it to be most undesirable. There was minor variation among the products on this dimension.

Reviewers were also asked to make additional comments about the presentation of the products. As with the manuals, the reviewers who responded to this question tended to comment on their large size, often referring to them as "awkward" or "unwieldy." Other negative comments or suggestions made by respondents with less frequency were related to a lack of contrast between ink and paper, suggestions for a larger typeset, and the use of more durable paper.

Would Reviewers Recommend Purchase of the Product to Colleagues?

When asked how likely they would be to recommend the purchase of the products to a colleague, the reviewers responded quite favorably, as indicated in the following table.

	WOULD YOU RECOMMEND PURCHASE OF THE PRODUCTS?					
Products	(1) Definitely Yes	(2) Probably Yes	(3) Don't Know	(4) Probably No	(5) Definitely No	Number of Respondents
WOMEN AND THE WORLD OF WORK	60%	31%	6%	3%	0%	70
CAREER DEVELOPMENT SERIES	54	33	6	5	1	79
FROM LAS TO CAREERS: A GUIDE	59	29	7	3	2	59
EXTERNAL DEGREE STUDY	49	34	9	8	0	53
BIBLIOGRAPHIES	64	34	2	0	0	56
ALL PRODUCTS	57%	32%	6%	4%	1%	317

An inspection of the table reveals that almost nine out of ten respondents (89%) said they would recommend the purchase of the products to a colleague, with 57% saying that they would definitely do so and 32% indicating that they would probably do so. While 6% expressed uncertainty to the question, one in twenty (5%) of the respondents said they would probably not (4%) or definitely not (1%) recommend purchase of the products to a colleague. In terms of the respondents' reactions to the individual products, there was a tendency for External Degree Study to receive fewer definitely positive answers.

When asked what they thought would be a reasonable charge for the products if they were produced for sale, there was a definite tendency for the Bibliographies to receive a higher suggested selling price than the other products, as indicated below:

Product	Average Recommended Selling Price
Women and the World of Work	$2.20
Career Development Series	$2.20
From LAS to Careers: A Guide	$2.35
External Degree Study	$2.40
Bibliographies	$3.00

As indicated above, the average recommended selling price for the Bibliographies was $3.00, a distinctly higher figure than indicated for the other products, which ranged from $2.20 to $2.40.

When asked to what types of people they would recommend the products, respondents mentioned career and employment counselors, high school and college students, adults (especially women) starting careers or making career changes, college placement officers, librarians, and affirmative

action or Equal Employment Opportunity counselors. In terms of types of agencies recommended, respondents tended to mention counseling and career development offices in educational institutions, as well as employment offices, women's centers, and libraries.

What Did Reviewers Like Most and Least About the Products?

Reviewers were also asked what they liked most and least about the products. On the positive side, respondents tended to mention such factors as the clarity, comprehensiveness, readability, and practical approach of the products. Other positive comments were related to the layout or format of the products, as well as the usefulness of the information or data contained within them.

With the exception of the Bibliographies, the size of the products was the factor mentioned most frequently by respondents. Other negative features identified by respondents, but mentioned much less frequently than size, were the use of newsprint, the contrast between ink and paper, and other aspects of the products' presentation, such as format, illustrations, and charts.

What Changes in the Products Did Reviewers Recommend Making?

The final question on the product review form asked what changes, if any, should be made in the products before reprinting. Not surprisingly, the most frequent recommendation was to reduce their size. A number of respondents to each of the products thought they were fine as they were, recommending no modifications. Other changes suggested by smaller numbers of respondents were to change the paper stock, use better illustrations, or in other ways modify the layout of the products.

Follow-up Interviews With Reviewers

In order to supplement the information from the publication review forms and to gauge more carefully the interest in elements of the Project's Model or its publications, the staff conducted follow-up telephone interviews with 49 individuals who had been sent all ten of the Project's publications. Because it was felt that questions about adaptation could best be answered by individuals who had an overall knowledge of the Project, only those who had been sent all ten publications were considered for these interviews. The interviews, which averaged about three-quarters of an hour in length, were conducted by senior staff of the Project during October 1975.

The interviews were structured so that all respondents would be asked the same or similar questions. Interviewers attempted to get information about the clients who were served by the agencies and institutions of the respondents, as well as the respondents' interest in or plans for adaptation. The balance of each interview was concerned with respondents' perceptions of the manuals or independent products. In order to provide as much information as possible in the interviews, reviewers were questioned about the manuals or the products, but not both.

In general, the interviews provided an opportunity to gather more detailed information from those who had returned one or more of the publication review forms and to question those who had not previously responded. Altogether, 50 interviews were scheduled, and all but one of the reviewers was eventually interviewed by members of the staff.

Who Were the Reviewers?

Of the 49 interviews, 27 were concerned with the five manuals and 22 with the independent products. Of the 27 persons who were interviewed about the manuals, 14 had returned publication review forms and 13 had not previously responded to the Project's manuals. Of the 22 persons who were interviewed about the independent products, eight had returned part or all of the review forms for the products, and 14 had not previously responded. As the table below indicates, over half (55%) had not previously returned publication review forms for the publications they were asked about during the interviews.

	Manuals	Products	Total Number	Total Percentage
Respondent	14	8	22	45%
Non-respondent	13	14	27	55%
Total	27	22	49	100%

Geographic balance was also a consideration in the selection of people to be interviewed, with 24 states and the District of Columbia represented. New York was represented by four persons, with three each from Connecticut, Illinois, Massachusetts, Michigan, New Jersey, Pennsylvania, Rhode Island, and the District of Columbia. The remaining 16 states, primarily in the South and West, had either one or two individuals each.

The reviewers held a variety of positions, with such titles as Career Education Consultant, Dean of Continuing Education, Director of Career Planning and Placement, Research Specialist, Employment Service Manager,

and Counselor. Overall, they reflected the composition of the total number of people who received the Project's publications, with over two-thirds (69%) of them affiliated with educational institutions or organizations. Nearly half (47%) were affiliated in some way with a college or university, and 18% were affiliated with local or state departments of education. In terms of composition by sex, the final group consisted of 33 women and 16 men.

When asked about the kinds of clients they served, some respondents indicated that they were affiliated with institutions or agencies which did not provide service to individuals who could be termed "clients." In addition, among those who did serve clients, some were unable to estimate the total number of people their agency or organization served per year. Most of those who did respond (72%) indicated that they served fewer than 5000 individuals a year, with a few reporting statewide or nationwide constituencies because of the nature of their agencies or organizations.

Reviewers were also asked about the sex, age, and employment status of the people served by their agencies or organizations. Of the 38 persons who were able to respond to the question about the sexual composition of their clientele, over two-thirds (68%) indicated that most or all of the people served by their organizations were women. Reviewers reported that their organizations served individuals ranging in age from 11 to 100, with younger adults being mentioned most frequently. Of the 36 persons who were able to comment on the employment status of their clients, 56% said their organization tended to work with unemployed persons, 33% with employed or underemployed, and the remainder (11%) with an even blend of both employed and unemployed. The percentage of agencies or institutions reported to be

serving primarily the unemployed is not completely accurate because several reviewers considered students out of the labor force and, therefore, unemployed.

Since most of the reviewers were affiliated with educational institutions or organizations, it is not surprising that most reported serving primarily students. The reviewers reported that they were about as likely to serve full-time as they were part-time students.

When asked about the type of service provided by their institutions and agencies, career counseling and placement were mentioned by most of the reviewers. Other institutional services mentioned included instruction, academic or other forms of counseling, testing, and the provision of workshops or seminars.

What Were Reviewers' Reactions to the Manuals?

Interviewers asked reviewers a number of questions designed to ascertain their perceptions of the utility, comprehensiveness, and presentation of the manuals. The following table summarizes reviewers' answers to the question of whether or not they could use the ideas, techniques, and materials presented in the manuals.

UTILITY OF THE MANUALS

	Outreach		Counseling		Resource Center		Information Unit		Research & Evaluation		Total No.	Total Percentage
	N	%	N	%	N	%	N	%	N	%		
Yes	19	70%	21	78%	18	67%	13	48%	15	56%	86	64%
No	5	19%	2	7%	5	22%	8	30%	6	22%	27	20%
Don't Know	2	7%	2	7%	1	4%	3	11%	3	11%	11	8%
Not Ascertained	1	4%	2	7%	2	7%	3	11%	3	11%	11	8%
TOTAL	27	100%	27	100%	27	100%	27	100%	27	100%	135	100%

Inspection of the preceding table reveals that, across all manuals, about two-thirds (64%) of the reviewers said they could use the ideas and techniques presented in the manuals, with 20% saying that they could not, and the remainder either expressing uncertainty (8%) or not responding to the question (8%). In terms of individual manuals, over three-fourths (78%) of the reviewers said they could use ideas and techniques from the Counseling manual, followed by Outreach (70%), Resource Center (67%), Research and Evaluation (56%), and Information Unit (48%).

Reviewers also identified the ideas and techniques that they found most useful in the various manuals. Reviewers of the Outreach manual most often mentioned aspects of mass media coverage, such as radio and television public service announcements, newspaper advertisements, and suggestions for approaching the media. Some reviewers said that they had already contacted local radio and television stations about announcements and interviews, with others saying they planned to do so soon. Those who said they could not use the materials or techniques said that their organizations already had an outreach program or that one would not be appropriate in their operations.

The ideas and techniques most often specified as useful by reviewers of the Counseling manual were related to the interview forms and record-keeping instruments, the description of the purposes and procedures of counseling, and the training and supervision of paraprofessional counselors. One reviewer mentioned that the manual provided good ideas for work with school dropouts. Those who said they could not use the ideas and techniques presented in the manual tended to express uncertainty or doubt about the concept of doing counseling by telephone.

When asked about the ideas and techniques they could use from the Resource Center manual, reviewers most frequently mentioned the cataloging and classification system, the sources of free and inexpensive information, and the procedures for ordering and monitoring of resource materials. Those who said they couldn't use the ideas or techniques explained that they already had access to a resource center or did not feel that one was necessary in their situation.

When asked what ideas and techniques they could use from the Information Unit manual, reviewers most frequently identified the two major directories, particularly the Educational and Training Resources (ETR) Directory. Other reviewers mentioned the procedure for collecting data and the format for organizing and classifying data about local institutions and agencies. Some reviewers thought that the approach to directories presented in the manual was somewhat too ambitious for their needs with some others indicating that they already had directories or did not require them in their setting.

Reviewers of the Research and Evaluation manual most frequently mentioned interview forms and data collection instruments when asked about the ideas and techniques they could use in their settings. Other reviewers mentioned the involvement of research and evaluation staff and the incorporation of research concepts during the process of program planning. Those who did not respond positively or who expressed uncertainty generally explained that they were already involved with research and evaluation or that budget considerations limited their activities in this area.

Reviewers were asked two additional questions dealing with the extent and usefulness of the information presented in the manuals. The first question asked whether the set of manuals had answered most or all of

reviewers' questions about the Project, and the second asked whether the manuals provided reviewers with sufficient information to establish a similar program. The reviewers' answers to these questions are summarized in the table below:

	Enough Information to Answer Your Questions About the Project?		Enough Information to Establish a Similar Program?	
	N	%	N	%
Yes	25	93%	20	74%
No	1	4%	2	7%
Uncertain	1	4%	4	15%
Not Ascertained	0	0%	1	4%
TOTAL	27	100%	27	100%

The table above indicates that 93% of the reviewers thought that the set of manuals had answered most or all of their questions about the nature and operation of the Career Education Project. Only one reviewer (4%) replied negatively and one person (4%) expressed uncertainty. When asked if the set of manuals contained sufficient information to establish a similar program, almost three-fourths (74%) responded positively, with 15% expressing uncertainty and 7% saying that there was not sufficient information provided in the set of manuals to establish a similar program elsewhere.

Asked what else should have been covered by the manuals as a set, about one-half said that they could not think of anything to be added. The additions most often suggested by reviewers concerned information on sponsorship and funding, costs, and staffing. About three-fourths of the reviewers

replied "nothing" or "can't say" when asked what, if anything, was unnecessary in the manuals. No specific deletion was suggested by more than a single reviewer.

Size and style of writing were the major items when the reviewers were asked if they had any other comments about the manuals, either individually or collectively. The writing style of the manuals was praised by about one-third of the group, with an equally large number making negative comments about the page size. Other comments by reviewers included positive remarks about the comprehensiveness, thoroughness, utility, and design of the manuals.

What Were Reviewers' Reactions to the Products?

As mentioned previously, the follow-up interviews with 22 of the 49 reviewers focused on their reactions to the independent products rather than the manuals. The following section of the report will summarize reviewers' perceptions of the products, including their opinions of the helpfulness and appropriateness of the products when used with such diverse populations as counselors and clients or teachers and students.

Reviewers were asked which manuals they or their colleagues had found helpful, which they felt would be appropriate for use with the people they serve (hereafter referred to as their "clients," even though the people served might be students not seen in a counseling context), and which they felt their clients could read and use on their own. Their responses are summarized in the following table, expressed in terms of the number and percentage of the 22 reviewers who answered yes to each question.

Product	Helpful to Reviewer or Colleague		Appropriate for Use With Clients		Usable by Client Alone	
	N	%	N	%	N	%
WOMEN AND THE WORLD OF WORK	18	82%	17	77%	19	86%
CAREER DEVELOPMENT SERIES	12	55%	12	55%	11	50%
FROM LAS TO CAREERS: A GUIDE	14	64%	17	77%	12	55%
EXTERNAL DEGREE STUDY	5	23%	10	45%	10	45%
BIBLIOGRAPHIES	10	45%	7	32%	5	23%

Inspection of the table above reveals that, for the most part, reviewers found the products to be helpful, appropriate for use with clients, and capable of being used by clients on their own. There was, however, substantial variation from product to product. In terms of perceptions of helpfulness, Women and the World of Work was most frequently and External Degree Study least frequently viewed as being helpful to the reviewers or their colleagues.

In terms of use with their clients, three-fourths of the reviewers thought that Women and the World of Work and From LAS to Careers would be appropriate, with about one-half finding the Career Development Series and External Degree Study to be appropriate. About one-third indicated that the Bibliographies would be appropriate for use with their clients.

When asked whether they thought that clients could read and use the products on their own, Women and the World of Work was far more likely and the Bibliographies far less likely to be viewed as capable of being used independently by clients. In terms of the other three products, reviewers were about as likely as not to say that they could be used independently by clients.

When asked how appropriate the products would be with various age groups, reviewers tended to see them as more appropriate for use with college-age persons and adults in general than with high school students, as inspection of the following table reveals.

	Appropriate Age Groups					
	13-17 Years (High School)		18-22 Years (College)		Adults in General	
Product	N	%	N	%	N	%
WOMEN AND THE WORLD OF WORK	12	55%	20	91%	19	86%
CAREER DEVELOPMENT SERIES	11	50%	19	86%	17	77%
FROM LAS TO CAREERS: A GUIDE	9	41%	18	82%	14	64%
EXTERNAL DEGREE STUDY	5	23%	15	68%	13	59%
BIBLIOGRAPHIES	8	36%	14	64%	14	64%

As the table above indicates, most respondents felt that the five products would be appropriate for use with people of college age and adults in general. Between one-fourth and one-half of the reviewers thought that the products would be appropriate for use with high school students, with none of the respondents finding them appropriate for anyone younger than high school age.

When asked what they felt were the best features of the products, reviewers most frequently made comments about the clarity of writing, the well-organized presentation of material, and the concise coverage of such a wealth of information. Other features that reviewers liked best included the helpfulness of headings and headlines, the size and use of colors, and the provocative coverage of relevant problems and issues.

Not surprisingly, size was the item most often mentioned when reviewers were asked what they felt were the weakest features of the products. Some reviewers felt that the products should have been written more simply and briefly, suggesting that the average person might find them somewhat difficult to read and understand. Other features mentioned by reviewers included the use of newsprint and the perceived wasteful use of space provided by the format.

Reviewers were also asked to identify additional topics to include in the products as well as topics that were not necessary in the current version of the booklets. In response to the question about what to add, about one-third said that they couldn't think of anything to add. In general, the suggestions for additional topics were quite varied, with only two items mentioned by as many reviewers. These included suggestions that the products contain more emphasis on the needs of minorities and that External Degree Study include material on such programs nationally instead of just the East.

Well over one-half said nothing when asked what was unnecessary in the products. Several reviewers noted items that were not applicable to their situation, but did not suggest any particular deletions. The only comment made by as many as two respondents was some degree of repetition if one looked at the publications together. One of these reviewers noted, however, that the repetition was "okay" if the products were viewed separately.

About three-fourths of the reviewers made additional or closing comments about the five independent products, almost all of which were favorable. Reviewers commented on the relevance, comprehensiveness, usefulness, attractiveness, and clarity of the products.

What Were Reviewers' Comments About Adaptation of the Model?

In addition to questions about the publications, the 49 reviewers were asked a series of questions regarding the feasibility of adapting elements of the Model to their situation.

When asked whether they were interested in adapting the total model, or elements of it, to their situations, it is not surprising that more reviewers expressed an interest in adapting elements of the Model (76%) than the Model as a whole (24%). Similarly, a smaller number said they were not interested in adapting elements of the Model (12%) than were not interested in adapting the entire Model (37%).

When asked to identify the particular elements of the Model that interested them, respondents mentioned each of the various components of the Model. Some reviewers mentioned the Counseling Component, including the use of the telephone, paraprofessional counselors, and the operational counseling strategies. Others mentioned the Resource Center, including the procedures for identifying, ordering, organizing, and distributing career-related materials. Those who expressed interest in the Outreach Component placed special emphasis on promotional considerations and the use of mass media to attract clients. A number expressed interest in the Research and Evaluation Component, including the data collection forms, interviewing schedules, and evaluation processes. Those who expressed interest in the Information Unit placed special emphasis on the development and use of career-related resource materials for clients and local directories of resources for counselors.

Money was the overriding concern of most reviewers when they were asked what problems, if any, they anticipated in adapting elements of the Model. The only other problems cited by more than a single respondent

were those of space and staff, each mentioned by 7% of the group. Others said they did not anticipate any problems or that they did not know yet what problems they would face.

The majority of reviewers said they had already used or planned to use some of the ideas or techniques from the ten publications. In terms of the independent products, ideas from Women and the World of Work, From LAS to Careers, and the Bibliographies were mentioned most frequently. In terms of ideas and techniques from the manuals, many reviewers mentioned aspects of outreach, such as writing press releases, arranging for public spot announcements, and setting up media plans. Counseling-related comments included the use and training of paraprofessionals, counseling by telephone, and the use of structural interview formats. Reviewers mentioning ideas and techniques from the Resource Center manual talked about identifying and ordering new materials, developing resource centers of their own, and setting up occupational files. Ideas from the Information Unit manual included establishing a data base of local resources, developing career-related resource materials for direct use with clients, and adapting Project formats to local needs. Comments about research and evaluation techniques were related to the use or adaptation of Project data collection forms, the development of alternate evaluation plans, and the use of formats for recording, analyzing, and presenting data.

When asked what kinds of assistance they would need in order to adapt elements of the Model to their situations, reviewers most frequently mentioned money, staff, and technical assistance from Project staff or other professionals. In related fashion, when asked how Project staff could assist them in their efforts at local adaptation, most mentioned the need for technical assistance or additional copies of the Project's publications.

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Most of the comments regarding technical assistance were related to evaluation, training, fund-raising, conducting workshops, and raising the awareness of the need for special services for women.